

The Canadian Modern Language Review



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NUMBER 2

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EDITORIAL COMMENT

A GOOD STEP FORWARD

At the Fall Conference of Modern Language teachers of the Ontario Catholic schools, which was held at St. Michael's College School on November 14, 1959, and which we were privileged to attend, Inspector Steinhauer announced that one side of the June, 1960, French dictation record will be reserved for a trial test in Aural Comprehension. This recording will not be a part of the Upper School French examination. It will be used for practice only, during the school year 1960-61. The trial recording will consist of a suitable passage of French, registered at normal speed, followed by a series of questions in French, to which the pupils will reply, either by writing the answers or by selecting the correct answer from a number of possibilities. The Department of Education has taken a good step forward!

Unfortunately, the proposed new test is purely an Aural Comprehension test. It does not test the candidate's oral proficiency — his ability to speak the language. The blind spot in our system of examinations has not been eliminated.

The Departmental officials responsible for the proposed new test, are well aware of this deficiency and are seeking ways and means of adding an Oral Examination. They hesitate to adopt the system in use in Great Britain and, nearer home, in the Protestant schools of Quebec, where examiners are appointed to visit the schools and give each pupil a personal oral examination. They are afraid that such an examination would not be sufficiently objective to be fair to all the candidates. In the first place, they contend, the test could not be uniform since it would not be given to all the candidates at the same time. Secondly, it would be impossible to find two examiners who would make the same evaluation of a given student's performance.

Admittedly, no oral test can be 100% objective. The same objection would apply to judging cattle or to adjudicating the rendition of a piece of music. No individual, or group of individuals, can be depended upon to react in the very same way to a given situation. Human beings are not machines. Their decisions are bound to be coloured by their own tastes and predilections. But, as we have pointed out in a previous editorial, "it would be better to have the semblance of an oral examination than none at all!" (1)

Although it might be impossible to give each candidate a specific mark, it should be possible to classify him as an A, B, C or D in oral achievement. By careful comparison, the same examiner, or group of examiners, could surely arrive at a classification of good, better, best, or bad, worse, worst, without unfairness to any student.

If we must have absolute uniformity in our testing, let us make use of the tape recorder, as we have previously recommended (2), to register the candidate's reactions. The "frozen answers" could then be "thawed out" and evaluated at a later date by a competent board of examiners.

At the Easter convention of the O.M.L.T.A. the feasibility of introducing an Oral Examination will be debated. (3) If you cannot attend the 1960 convention (April 19, 20), please send us your considered comments on this vital problem for publication in the March number of the "Review". We shall be especially interested in learning what progress has been made in other provinces.

(1) C.M.L.R., Vol. XV, No. 1, p. 6; (2) Ibid; (3) See resolution on page 65.

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CHANCELLOR JEANNERET HONOURED

An excerpt from the English part of the address delivered by M. Francis Lacoste, Ambassador of France to Canada, on the occasion of the awarding of a special medal to Dr. François C. A. Jeanneret at Hart House, University of Toronto, on Monday, November 9, 1959 at 12.30 p.m.

"Never, in the wildest dreams which François Jeanneret dreamed, asleep or awake, in his youthful years, when he first attended this University as a student, did it occur to him, I suppose, that he would one day become its Chancellor. It is even conceivable that, if the very idea then had crossed his imagination, he would have dismissed it as idle and vain, or as fantastic, or perhaps — what do you know — as — undesirable! We do not have the same standards of achievement, at the different stages of our lives, and perhaps François Jeanneret's ambition, in those days, ran in a very different direction . . .

"But now that he can look back on his exceptionally long academic career, I believe that he must experience a sense of deep satisfaction. And well can he!

"For it is very seldom, indeed, that anyone achieves such unity of purpose, and such continuity of accomplishment, as Dr. Jeanneret has, over such a long period of life and work. The highest reward that can be bestowed in this world on anyone who has given such unwavering devotion to the fulfilment of his task, is perhaps to offer him a chance not to stop, not to quit, not to leave, not to close the door — but to keep in touch, to remain active in the very field where he has toiled for so long, not to be separated, but, on the contrary, to embrace even more, from a higher point of vantage, and to stay at the heart of things, while resting at their head."

* * *

It was our privilege to attend the special convocation, attended by the heads of all Canadian universities, and other notables, at which our distinguished friend Dr. Jeanneret was installed as Chancellor of the University of Toronto. We rejoice with him in his attainment of this supreme position of honour and influence in his beloved '*alma mater*'.

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SOME OBSERVATIONS REGARDING CFTO, THE 1959 GRADE 12 OBJECTIVE-STYLE DEPARTMENTAL TEST IN FRENCH*

In May, 1959, 20,389 Grade 12 pupils of the General Course from 495 provincial and provincially-inspected private secondary schools throughout the province wrote the Ontario edition of the Canadian Achievement Test in French (CFTO). Among the number were 1105 French-speaking students who were pursuing the "Special" or "Advanced French" course of study. All pupils had previously written a Scholastic Aptitude Test (SATO) with verbal and mathematical portions and an Achievement Test in English Structure and Usage (CETO).

CFTO was constructed by the Departmental Moderns Consultative Committee, a group consisting of four experienced and able secondary school teachers, together with Inspectors Henri Lemieux and David Steinhauer, the last named acting as Chairman. A great deal of time and thought was devoted by this Committee to the construction of the test. Dr. R. W. B. Jackson, Director of Educational Research, Ontario College of Education, supervised the technical aspects of the test as well as furnishing the Committee with relevant material.

One hour was allowed the students for writing the test, divided as follows:

Part I	- Pronunciation	- 30 Items	- 10 minutes
Part II	- Vocabulary	- 45 Items	- 15 minutes
Part III	- Grammar	- 60 Items	- 20 minutes
Part IV	- Comprehension	- 15 Items	- 15 minutes

Each correctly answered item scored a point toward the maximum possible score of 150. This scoring of the separate answer sheets was done by machine in the Department of Educational Research and the results were sent out to individual schools in time for their use in promotion and recommendation meetings at the end of June.

The median mark for **individual** scores on CFTO was 79. Twenty percent of the pupils scored above 97 — another 20 percent from 85 to 97, the next 20 percent from 75 to 84, the next from 64 to 74, while the lowest 20 percent scored 63 points or less. In other words, the divisions into quintile groups were drawn at 63, 74, 84 and 97. Individual scores ranged from 25 to 139. As had been anticipated, the great majority of French-speaking students scored in the top quintile group.

When we come to **school average**, the quintile divisions are approximately as follows: 69.3, 77.1, 82.8, 91.1, with a median of 80.1. Individual schools had average scores ranging from under 39 to 133. School averages exceeding 100 were attained in almost all instances by schools with a high proportion of French-speaking students.

Apart from the valuable information provided the schools regarding

* With acknowledgements to Dr. R. W. B. Jackson, Director of Educational Research, Ontario College of Education, and Mr. David Steinhauer, Staff Inspector in Modern Languages, Ontario Department of Education.

the achievement of their individual Grade 12 students and the comparative standing of their Grade 12 candidates as a group among the classes writing from all the schools of the province, the test results have revealed a good deal about the strengths and weaknesses of the candidates with respect to the various aspects of French covered by the test. They have also revealed differences in emphasis on the part of teachers, some of whom have not stressed sufficiently certain aspects of the course, especially pronunciation.

The detailed information regarding the test results has been derived chiefly from an item analysis conducted at the Ontario College of Education on a representative sampling of just over 1,000 student answer sheets. The first procedure was to divide these answer sheets into five equal groups on the basis of their total scores, i.e. with about 200 candidates in each group. Incidentally, there were 61 Special French students in the top group of 202, 2 in the second group, 1 in the third, 1 in the fourth and none in the fifth. This total of 65 Special French students represents 6.4% of the sample group of 1010. The percentage corresponds reasonably well with the 5.4% of the total number of candidates taking the tests constituted by the Special French group as a whole (1105 students out of 20,389). This offers some evidence at least that the sampling was representative.*

After the division of the sample group into fifths, the candidates' choices from the suggested answers for each item were then recorded for each group. Let us take an example:

Item 2 on Pronunciation

Group	Total No. Candidates	Choices of Suggested Answers					Rejects
		No. 1	No. 2	No. 3	No. 4	No. 5	
No. 1	202	-	9	125	57	9	2
No. 2	205	2	20	91	74	15	3
No. 3	206	2	20	78	84	21	1
No. 4	199	3	26	73	67	29	1
No. 5	198	7	32	55	73	28	3
Totals	1010	—	14	107	422	355	102
							10

The distribution of answer No. 3 among the various groups would indicate that it was the correct response since it was the favourite choice of the top-ranking group. It is significant, however, that only 42 percent of the candidates in the sample answered correctly, and that choice No. 4 was favoured by 35 percent. This is especially surprising when it is considered that the item was the following:

"2. Which word in this list contains the same sound as that underlined in the word at the left?

stylo [o] (1) porte (2) voler (3) chaud (4) obéir (5) folle"

* A more detailed analysis of the whole group, subdivided by sex and certain other factors, will probably be made in the near future.

In this matter of pronunciation, the distribution of responses for the following Item 16 was even more disturbing:

"16. Which word in this list is pronounced **exactly** like the word at the left?

faim (1) fine (2) femme (3) fin (4) fond (5) fane"

For this item the responses were as follows:

Group	Total No. Candidates	Choices of Suggested Answers					Rejects
		No. 1	No. 2	No. 3	No. 4	No. 5	
No. 1	202	1	52	142	-	4	3
No. 2	205	1	125	72	-	7	-
No. 3	206	3	158	33	-	6	6
No. 4	199	-	152	22	1	16	8
No. 5	198	3	150	12	-	13	20
Totals	1010	8	637	281	1	46	37

It seems almost unbelievable that 637 of these students should have chosen the second response. As a matter of fact, "nasals" were poorly handled throughout.

Some general aspects of the test results are indicated in the following summary of the item analysis giving percentages of correct answers for each part of the test for the top group of students and for the bottom group of students.

		Group No. 1 (top 200)		Group No. 5 (lowest 200)	
		Rejects * excluded	Rejects * included	Rejects * excluded	Rejects * included
Part I	Pronunciation	63%	57%	32%	24%
II	Vocabulary	82%	80%	44%	35%
III	Grammar (15 most difficult items)	82% 66%	82% 16%	41% 38%	
IV	Comprehension Sentence completion and numerals	86% 91%	85% 61%	57% 37%	
	Proverbs and situation — 5 questions	80%		37%	

* "Rejects" include all unanswered items.

It will be seen from the decrease in percentages when "rejects" are included that time was a very important factor in the case of the low group. This was very noticeable in the Pronunciation section and in the Comprehension section. Lack of time on the part of some pupils began to be evident by the 19th of the 30 items in the former section. Less than half the candidates in the sample finished the 27th item and only one-third the last two. This, however, is not as serious as one might at first judge, since results are put into percentile and not percentage form; in other words, it is order of rank and not the absolute mark to which chief attention is given in the percentile rating.

The weaknesses in pronunciation included nasals, quantities of certain vowels, especially diphthongs, the sound [s] in "tion" endings, the combination of letters producing the sound [j] in "oeil", etc.

It is the opinion of the Committee that while the emphasis on pronunciation was salutary, this feature of the test bulked a little too large in the total score, while comprehension, on the other hand, should have been weighted somewhat more heavily.

In the case of Vocabulary, lack of time did not seem to be a major factor. At the 40th item (out of 45) only 20 percent of the candidates failed to answer. Early rejects appear attributable largely to ignorance of the key word in the item; naturally this will always be a major factor. Some of the items proved too easy. On the whole, however, the vocabulary section was reasonably well handled. Among the more difficult items were those involving a choice of a definition (in French) for a given word.

Analyses of the responses to two of the items (41 and 68) which caused some trouble are given below (the question has been quoted in full in each case):

"41. The best definition for the word **coiffeur** is: (1) celui qui conduit une voiture (2) celui dont le métier est de faire des coffres (3) celui dont le métier est de vendre des bijoux (4) celui dont le métier est de couper les cheveux (5) ce qu'on porte sur la tête."

The item-analysis response pattern for Item 41 is given below:

Group	Candidates	Choices of Suggested Answers					Rejects
		No. 1	No. 2	No. 3	No. 4	No. 5	
No. 1	202	4	23	7	122	40	6
No. 2	205	18	28	16	65	59	19
No. 3	206	18	42	17	40	49	40
No. 4	199	22	33	26	40	24	54
No. 5	198	23	38	14	16	41	86
Totals	1010	85	164	80	283	213	185

"68. Which pair of words in this list contains the **two** words most nearly opposite in meaning?

- (1) large - petit
- (2) large - étroit
- (3) large - profond
- (4) étroit - petit
- (5) étroit - profond"

To this the item-analysis pattern was as follows:

Group	Candidates	Choices of Suggested Answers					Rejects
		No. 1	No. 2	No. 3	No. 4	No. 5	
No. 1	202	90	96	2	4	7	3
No. 2	205	156	16	2	6	15	10
No. 3	206	153	10		5	5	33
No. 4	199	129	5	5	6	11	43
No. 5	198	105	5	6	6	3	73
Totals	1010	633	132	15	27	41	162

It is startling that 63% of this sample group did not know the meaning of the French word "large" and that only 13% chose the correct pair of opposites. Even of the top 20% of the students (Group #1), almost as many were wrong as right.

In the Grammar section of the test, lack of time apparently began to be a serious factor at about the 50th item (out of 60). For the 15 items which proved the most difficult, the percentages choosing the correct answer were: 66% for the top 5th of the sample, but only 16% for the lowest 5th.

These grammar items disclosed the following general faults: failure to distinguish partitive and general uses of the noun, the usual mistakes as to gender, difficulties with relative pronouns, uncertainty as to the use of "à" or "de" to translate "with", incorrect expressions for duration of time, and confusion of past tenses in the passive voice. It might be explained that questions on the subjunctive were deliberately omitted since it was felt that some schools might not have covered that topic at the time of the test. Two specific examples from the Grammar section, and the corresponding item-analysis patterns follow:

"93. It was cold yesterday. Il (.....) froid hier.

Group	Candidates	Choices of Suggested Answers					Rejects
		No. 1	No. 2	No. 3	No. 4	No. 5	
No. 1	202	17			3	182	
No. 2	205	64		2	6	133	
No. 3	206	85	2		5	114	
No. 4	199	89	2	2	15	90	1
No. 5	198	105	10	2	33	45	3
<hr/>		—	—	—	—	—	—
Totals	1010	360	14	6	62	564	4

"110. We have been here for two years. Nous (.....) ici depuis deux ans.
(1) avons été (2) étions (3) fûmes (4) sommes (5) avons eu"

Group	Candidates	Choices of Suggested Answers					Rejects
		No. 1	No. 2	No. 3	No. 4	No. 5	
No. 1	202	66	16	3	116	1	
No. 2	205	115	28	1	55	6	
No. 3	206	132	26		34	13	1
No. 4	199	138	23		19	16	3
No. 5	198	128	24	2	9	30	5
<hr/>		—	—	—	—	—	—
Totals	1010	579	117	6	233	66	9

As will be seen from the summary of the item analysis given on page 5, the comprehension portion of the test was, by a narrow margin, the best handled, especially the "sentence completion" items. Questions involving English proverbs proved to be very difficult for many students.

This type of item should perhaps be discarded as involving problems of comprehension of English as well as of French. An example of one of these, together with the corresponding item-analysis pattern, follows:

"142. Which sentence in this list is closest in meaning to the idea conveyed by the proverb below? *Tant va la cruche (pitcher) à l'eau qu'à la fin elle se brise.*

- (1) Il ne faut pas mettre les cruches dans l'eau.
- (2) Tout finit par s'user.
- (3) Aussitôt que la cruche va à l'eau, elle se brise.
- (4) Il faut toujours constater la température de l'eau avant d'y mettre une cruche.
- (5) Il n'est pire eau que l'eau qui dort."

Group	Total No. Candidates	Choices of Suggested Answers					Rejects
		No. 1	No. 2	No. 3	No. 4	No. 5	
No. 1	202	3	163	19	3	5	9
No. 2	205	9	87	52	17	15	25
No. 3	206	6	49	63	20	27	41
No. 4	199	12	34	60	21	22	50
No. 5	198	6	26	61	20	20	65
Totals	1010	36	359	255	81	89	190

The comprehension portion of the test, it is believed, should have been given greater weight in the total score, perhaps by counting three points per item or by including a set of items on each question. The major difficulty in using such items is the time required by the student to assimilate the background of the question.

The test as a whole proved to be, as expected, far too easy for the Special French students. The lower boundary for the upper quintile group for these students stood at 132 and the median at 124. In other words, 20% of the Special French students scored 132 or better on the test and half of them scored 124 or better (the 94th percentile for all students taking the test. It was not practicable, however, to devise and administer a special form of the test for French-speaking students only, and it was naturally desirable that they should be included in the testing programme to the fullest extent possible.

With the provisos which have been mentioned, the CFTO test as a whole is considered to have proven very satisfactory. Internal evidence as well as comparison of individual and school scores on CFTO with recommendation marks and Grade 13 results (though these last not, of course, for the same pupils) all tend to indicate that the results constitute a reliable index of the standing of pupils individually and as class groups in Grade 12 French. It is anticipated that the Moderns Consultative Committee will review in greater detail than has so far been possible the results as a whole, and the item analysis in particular. In the meantime, it is hoped that the information given in this article may be of interest to Moderns teachers throughout the province. It is also suggested that it should encourage them to undertake a more detailed study of the results.

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obtained by their own pupils, and to provide in their classes an increased emphasis on those aspects of the course in French in which achievement proved to be relatively weak.

I should like to close with a word of caution and a word of reassurance. The caution is this. The Grade 12 Tests do not replace but are complementary to the programme of day-by-day assignments, period tests, and term examinations within the school. They serve primarily to place each student and each school group in relation to the whole province-wide Grade 12 body with respect to those phases of the work which are covered by the tests. Essay-type examinations are essential for the adequate evaluation of other phases of the course of study. And finally a word of reassurance. An objective-style test examines on the same subject content as an essay-type test — it is merely a different style of testing instrument designed to do a particular job in the most effective and economical manner. The best preparation for such a test — and the only effective preparation — is the conscientious day-by-day work of pupil and teacher.

F. C. ASBURY

* * *

EDITOR'S NOTE: Objective tests suitable for the end of the Grade XII course, can be obtained from J. M. Dent & Sons, Toronto. Ask for copies of CANADIAN MODERN LANGUAGE TESTS (completion type), Form A, B, C or D. You will find it interesting to compare the results obtained on this test with the marks you have been giving your pupils.



OUTLINE OF A GRADE XI COURSE OF STUDIES IN FRENCH

By David Steinhauer

If we compare the five years of language study at High School with the construction of a bridge — a bridge that joins the territories of two peoples by means of linguistic and cultural ties — the function of the first two years can be envisaged as laying the foundation, upon which the superstructure is to be built in subsequent years. Grade 11 is a period of consolidation, when individual units are beginning to be tied together and the structure is assuming recognizable

form. During Grade 12 the finishing touches are applied, whereas Grade 13 is reserved for ornamentation and refinements. The functional quality of the structure depends upon the initial foundation and ground work laid in the first two years; the aesthetic quality will be commensurate with the care and craftsmanship applied during the finishing process.

By the time the pupil arrives in Grade 11 he should be thoroughly accustomed to Direct Method instruction. If the basic principles, laid down in the courses of studies for the two previous grades have been followed our pupil will understand simple French statements that fall within his vocabulary range, he will be able to ask and answer questions, make explanations using the stock pile of basic grammatical terminology that the provident teacher will have built up gradually and progressively. In the matter of pronunciation he will have mastered the fundamental sounds and letter combinations and should have acquired a passive or recognition knowledge of phonetic symbols. Conversational patterns, dealing with everyday topics such as health, weather, age, dates, seasons, colours, numbers, classroom situations, daily activities, shopping, visiting, articles of clothing, parts of the body, common flowers, vegetables and foods etc., should by this time be firmly implanted, so that the pupil is accustomed to listen to simple, functional French, and reply with some ease and fluency. In addition to this the pupil should have learned some basic concepts and principles of French grammar: inflection of the regular verbs and memorization of some of the more common irregular ones, position and agreement of adjectives, rules of the partitive and exceptions, forms and uses of the various types of pronouns, different types of sentences (assertive, negative, interrogative and imperative), the simpler forms of reflexive verbs, relative positions of conjunctive personal pronoun objects etc. In Grade 10 the conquest of verb tenses should be planned and introduced systematically and gradually, along with the first four principal parts of the irregular verbs. By the end of the second year of

French study the pupil can be trained to have grasped the intricacies of the present, imperative, future, simple conditional, imperfect, past indefinite and pluperfect tenses of all regular verbs and of about twenty of the most common irregular ones. Some teachers like to teach as well the future perfect and the conditional anterior. These tenses should be mastered gradually by means of systematic verb charts, on which a new tense will be filled in as learned, and blanks left for additional tenses to be learned subsequently, when the proper time arrives.

Assuming the job has been well done during the two introductory years of the course and that a high degree of interest and enthusiasm has been maintained, the pupil should now be in a position to consolidate his knowledge and progress rapidly in reading, comprehension and writing skills.

Emphasis

Throughout the remainder of the High School French Course (Grades 11 to 13) keep in mind that, whereas there will be moments when formal grammar must be taught and time spent on teaching pupils to translate properly from English to French, the main emphasis should be hearing and using the foreign language, ever widening the linguistic horizons of the pupil and increasing his interest in and knowledge of French life, culture, civilization, history and geography. All other objectives are subsidiary to creating a vital and living interest and a desire to gain an ever-increasing command of the spoken language.

Distribution of Time

Where classes have six periods per week (and that is rapidly becoming the rule in Ontario schools), two periods should be assigned to intensive reading, one period to extensive or sight reading, and three periods to grammar, linguistics and verb study. If only five periods are available per week, the time allotted to grammar may be reduced to two periods per week.

Methodology

As far as is feasible, the Direct Method (teaching in the foreign language) should be used in all instruction and English should be used only where absolutely necessary to avoid frustration and excessive loss of time. Grammar should be taught inductively, whenever possible, and pupils should be allowed to draw their own conclusions and formulate their rules from copious examples written on the blackboard. This can be followed up by opportunities to apply new principles learned through oral and written drill. All kinds of variation work, requiring changing of sentences written on the blackboard into various tenses, pluralization, changing nouns into pronouns, changing assertive to negative, interrogative and imperative sentences, will add spontaneity to lessons, step up the tempo and allow for student participation.

Carefully selected conversational exercises, reconstructing interesting situations, can be committed to memory (one conversation per week). Many good conversational texts are now available, but some teachers

will want to make up their own conversational patterns. In addition to increasing the pupils' vocabulary, these "Conversations" can be used for dictation, pronunciation drill, free composition, and in a host of other ways that the imaginative teacher can devise.

Verbs

Teaching verb tenses is a laborious, uninteresting task. Some teachers like to get over this aspect of the work as quickly as possible, in order to eliminate this obstacle before pupils proceed with their reading. A relatively easy and efficient way to accomplish this is to devote the early days of September in Grade XI to this task. The teacher introduces a new tense (e.g. the past definite), indicates briefly its translation and scope, then assigns for homework the filling in of this tense for all verbs that the pupil has done on verb charts in Grade X. Assuming that twenty verbs have been covered during the past year, the teacher assigns for homework the filling in of the past definite for all of these verbs. By the time the pupil has written the past definite of twenty irregular verbs, he will have mastered the formation of this tense. The next day a new tense can be introduced, and within the first two weeks the pupils have learned the past definite, the present and imperfect subjunctives and the compound future and conditionals, if these have not been taken up in Grade X. At this point, the teacher can hand the pupils a mimeographed list of about seventy common irregular verbs, with instructions to fill out a chart of the next irregular verb in the list each day, in addition to the regular homework. Five minutes spent on the correction of the "daily irregular verb" will eliminate the necessity of teaching them, since the pupil will acquire a mastery of verbs automatically. Thirty verbs for each of the Fall and Winter terms can easily be covered in this way, leaving only ten for the Spring term.

Authors

Select a good text containing interesting, challenging reading material. Concentrate on testing comprehension and affording pupils opportunities to discuss and evaluate what they have read. During this phase of the work books should be closed, so that pupils are not permitted to read off the answers from the book. Questions should progress logically from the factual to the interpretative type and should be skilfully worded to avoid "yes" or "no" or one-word answers. Attention should be given to vocabulary expansion exercises by means of a variety of linguistic drills (synonyms, antonyms, paraphrases, definitions, etc.). Reading should form part of every lesson, but individual pupils should not be required to read until every reasonable precaution has been taken to see that a good sample of correct reading has first been given. Ten minutes of unison (or "concert") reading daily is much more effective than longer periods of individual reading. This gives pupils the opportunity of pronouncing French frequently and of imitating a given example rather than stumbling through a paragraph, interrupting the continuity of the content and causing the rest of the class to lose interest. Periodic testing of the assimilation of parts read can be achieved through short dictation exercises assigned about twice weekly.

Division of Work for the Year

	Term I	Term II	Term III
Grammar			
Cours moyen de français (Pt. I) or Parlons Français (Pt. II)	Lessons 1-5 " 1-10	6-10 11-20	11-13 21-25
Authors			
Book of your choice (interesting and challenging)	30 pages	30 pages	15 pages
Verbs			
From mimeographed Verb List	Verbs 1-30	31-60	61-75
Memory Work			
Chosen from poetry selections in text (La Fontaine, Hugo, Baudelaire, etc.)	20 lines	20 lines	—
Supplementary Reading	50 pages	50 pages	—

Dictation

At least twice weekly, based on subject-matter read and gradually increasing in difficulty as pupils' prowess increases.

General Comments

A knowledge of phonetics can be kept alive if teachers will resort to writing mispronounced words on the blackboard, followed by the phonetic transcription, and have the pupil repeat both after him. The attention of the pupil should be drawn to the combination of letters mispronounced, and several examples involving the same letters should be given as drill.

Homework assignments should be planned carefully and quality work insisted upon. An average of 20 to 30 minutes per day (with a goodly portion of this done on weekends) should be insisted upon.

Pupils should be expected to keep a well-organized, neat note-book, in which all homework assignments are corrected and kept for reference. Periodic spot checking of note-books, with marks assigned to form part of the term mark, will be conducive to better work.

About 25% of the mark which appears on the pupils' term report should be assigned to a variety of tests (vocabulary, dictation, reading, oral comprehension, translation, and note-book).

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Above all else, teachers should strive to present their material with freshness, vigour and originality. Mechanical, unimaginative text-book coverage has a sterile effect on language study.

These notes cannot be used in their present form as a detailed outline of a course of study. They merely indicate direction and general content, to be used as a guide, from which each teacher can formulate his own detailed course, which will differ with the texts used. For the sake of uniformity within each school, the teachers should pool their resources, make suggestions, and draw up a list of specific topics and conversational patterns to be used, and spell these out in detail. Standards will vary from school to school and, in some cases, from class to class, but a basic course should be covered by all classes of this grade, and supplementary topics can be added which will be commensurate with the ability of the classes. This will necessitate examinations on various levels of achievement, but this difficulty can easily be overcome by alternative or supplementary questions.

A BASIC VOCABULARY FOR FRENCH TEACHING

E. ASTINGTON

The following is a report of the lecture delivered by Dr. E. Astington, Senior Modern Languages Master at Stockport School, at the Swedenborg Hall, London, on 31st December, 1958. We are indebted to Mr. Sniderman for having drawn our attention to this interesting report.

Dr. Astington gave a lively account of his experiences of teaching Basic English during the last war and the surprising success he and his colleagues had achieved even with men who were illiterate in their own language. He emphasized that simplification of vocabulary was not the only secret, but that this was combined with a minimum of grammar and a method of teaching that gave opportunity for ample repetition. A very small number of words was presented in each 'unit'; a lesson was not necessarily restricted to a 'unit', but speed depended entirely on the capacity of the class. As the course progressed, the choice of words was governed by the principle of foreseeing the situations in which the students might be involved. Dr. Astington contrasted this with his own experience, having been introduced almost at once in the classroom to "la bergère" and "le saltimbanque", but never in real life!

Inspired by this work, Dr. Astington had determined to evolve a similar instrument for the teaching of French. He gave us a detailed account of his researches to that end, the principles of which he had already discussed in his article in "Modern Languages", September, 1958.

Dr. Astington then spoke of the way he and his colleagues used his list of 1,350 words. These were introduced in the early stages in an agreed order, and later, when course books and readers were introduced, the special words from the List were duly pointed out, practised, collected in vocabulary books and thoroughly learnt. Other words occurring in the books were considered to be passive vocabulary, admittedly needed for translation from French, but to be learnt only if there was time. In the last few weeks of the fifth year, but never before, the pupils were allowed to see the List of Basic Vocabulary.

Dr. Astington maintained that the principle of simplicity should also underlie the teaching of grammar and pointed out the dangers of teaching too much material at the same period, for instance, the introduction of "pouvoir" and "vouloir" together might lead to "ils peulent" (not infrequent, alas, in examinees' scripts). In one text-book he had found all the irregular forms of "-er" verbs in one chapter, a sure way of producing confusion.

In conclusion, Dr. Astington observed that, from his experience, he would say the achievements of many pupils were unsatisfactory because their teachers had tried to introduce too much, both in vocabulary and grammar, and had not allowed sufficient time for repetition and sound learning. After ten years of experimenting he had found that this relatively small but coherent and active vocabulary of about 1,350 words was a safe basis for work up to G.C.E. 'O' Level and a good springboard for advanced work in both languages and literature.

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A prolonged discussion followed in which the following points were made: that a limited objective such as the Basic Vocabulary is encouraging to both teachers and pupils; that free composition can be introduced early in the course, provided it is based on well-practised vocabulary; that some text-books contain material which does not lend itself to arrangement for dramatic situations; that it is essential for the teacher or the text-book to create situations which will introduce the vocabulary naturally.

Dr. Astington's final words were 'A language must be taught for USE through USE'.

(At the request of the Journal Committee, Dr. Astington has promised to make available to members duplicated copies of his Basic Vocabulary List price 2s. 6d. including postage.)

A NOTE ON GERMAN VERB PREFIXES

RICHARD K. SEYMOUR,

Duke University, Durham, North Carolina

In many treatments of verb prefixes it is frequently stated that there are three kinds of such prefixes, viz., separable, inseparable, and variable (or doubtful). The separable prefixes are generally described somewhat along these lines: (a) they are separated from the verb in the imperative and the present and imperfect tenses; (b) in the past participle and infinitive they are not separated from the verb; and (c) in subordinate clauses they are joined to the inflected verb in the present and imperfect tenses. Such statements are accurate, but do not, on the other hand, always truly represent the facts. Many a student comes away from a discussion of verb prefixes completely perplexed, and often confused.

A different approach, which has been found to be quite successful in the classroom, treats verb prefixes in terms of (a) the stress pattern of infinitives with prefixes; (b) their position in the clause; and (c) orthography. The division of verb prefixes into two groups, "stressed" and "unstressed", forms the basis for the presentation. Usually the unstressed prefixes cause the student no difficulty, especially if little attention is paid them, because the student automatically and unconsciously relates German verbs with unstressed prefixes to English verbs of the same type: "befall", "overcome", "subject", and their like. Stressed prefixes, however, must be dealt with in detail. The following two "rules" cover most occurrences quite adequately:

1) Stressed prefixes are located in the so-called verb complement position and may be followed by participles, by infinitives, or, in dependent clauses, by the conjugated verb.

2) A stressed prefix that comes to stand before **any** form of the verb with which it is being used (conjugated verb, participle or infinitive), is, in writing, attached to that form.

Just as the student must learn the definite article together with a noun and its plural, he should be required to memorize not only the infinitive of a verb, but also the position of the primary stress in the infinitive:

'rufen 'ausrufen be'rufen stu'dieren

Memorizing the position of the primary stress is an invaluable aid, because the kind of prefix, if any, is thus clearly indicated and the shape of the past participle is predetermined.

In regard to the formation of the past participle, the student must learn to distinguish between (a) infinitives in which the stress is on the first syllable and (b) infinitives in which the stress is on any syllable but the first. 1*

Type b (which includes unstressed prefixes) is the simpler of the two groups. Weak verbs suffix -t to the verb stem, strong verbs suffix -en to the participle stem:

er'zählen	er'zähl-	er'zählt
über'setzen	über'setz-	über'setzt
stu'dieren	stu'dier-	stu'diert
telepho'nieren	telepho'nier-	telepho'niert
ent'springen	ent'sprung-	ent'sprungen
be'rufen	be'ruf-	be'rufen

Verbs of type a are either 1) simple verbs (i.e., verbs without a prefix) or 2) verbs with stressed prefixes. Simple weak verbs prefix unstressed ge- and suffix -t to the verb stem; simple strong verbs prefix unstressed ge- and suffix -en to the participle stem:

'zählen	'zähl-	ge'zählt
'helfen	'holf-	ge'holfen

Weak and strong verbs with stressed prefixes (a[2]) attach the prefix to the past participle formed as above (a[1] and b):

Type a[1]:	'nehmen	ge'nommen	:	'annehmen	'angenommen
	'holen	ge'hol-	:	'wiederholen	'wiedergeholt
	'setzen	ge'setzt	:	'übersetzen	'übergesetzt
Type b:	ent'halten	ent'halten	:	'vorenthalten	'vorenthalten
	er'legen	er'legt	:	'auferlegen	'auferlegt
	stu'dieren	stu'diert	:	'einstudieren	'einstudiert

The following synopsis of "ausgehen" illustrates the application of the rules concerning position and orthography, as well as the formation of the past participle with a stressed prefix.

A) Independent clauses:

Geh	aus!
Ich gehe	aus.
Ich ging	aus.
Ich bin or war	ausgegangen. 2*
Ich muss, werde	ausgehen.
Ich werde	ausgegangen sein.
Ich brauche	nicht auszugehen. 3*

B) Dependent clauses:

Er weiss, dass ich	ausgehe.
	ausging.
	ausgegangen bin or war.
	ausgehen werde, muss.
	ausgegangen sein werde.
	nicht auszugehen brauche.

NOTES

1* Not included in this group are **hin** and **her** when used with **another** prefix, e.g., *her'vorrufen*, which must be considered a member of a subgroup of type a.

2* Cf. **gehen**: *gegangen*, **ausgehen**: *ausgegangen*

3* The infinitive here is **zu gehen**. When preceded by **aus**, the three elements **aus zu gehen** must be written as one word (rule 2): **auszugehen**. This obviates the statement that "zu is **inserted** between prefix and infinitive."

THREE UNPUBLISHED LETTRES BY RILKE

By Robert Rie
St. Cloud State College, St. Cloud, Minnesota

When Friderike Maria v. Winternitz, the Viennese authoress, entered the circle of her future husband, Stefan Zweig 1), she was to become quite naturally the friend and hostess of the many friends who gathered around Austria's coming great "homme de lettres". One of the men with whom Stefan Zweig and Friderike M. v. Winternitz had continuous, intensified contact, especially during the first years of World War I, was Rainer Maria Rilke. He and Stefan Zweig had been assigned to work for the Austrian *Kriegsarchiv*, and the latter probably mediated the friendship between the author of the *Stundenbuch* and the authoress of the novel *Der Ruf der Heimat* (Schuster und Loeffler: Berlin 1914), a copy of which had been sent to Rilke who wanted to discuss it. He announced his impending visit:

(on the envelope)

Postmark 7. IV. 16.

FRAU FRIDERIKE MARIA VON WINTERNITZ

Wien VIII

Lange Gasse 49

(The letter itself)

Wien XIII. Hietzing

z.Zt. Hopfner Park Hôtel

Freitag

Alles, liebe gnädige Frau, war in Ihrem Briefe (und seiner Beilage) so reichlich und herzlich da; aber ein Kleines fehlte, worüber fast alle Verständigung unmöglich geworden wäre: Ihre Adresse.

Zum Glück war Stefan Zweig da, dem ich sie nun verdanke —, Lange Gasse 49, hoffentlich ist es die rechte, gültige.

Ich darf mich anmelden, sagen Sie —, ja, hier thu ichs nun. Morgen Abend* speise ich bei einem Freunde in Ihrer Nähe. Darf ich vorher eine Stunde bei Ihnen sein? Er erwartet mich um halb acht; ich käme also um 6 oder kurz nach sechs zu Ihnen?

Dankbar.

Ihr ergebener

Rainer Maria Rilke

* Samstag

As the receiver of the above quoted letter told me, Rilke thanked her for her novel which he praised highly. Eventually the conversation turned to his travels in Russia, his call on Tolstoy and his voyage in Spain.

The second letter again bears no date, but was sent through a messenger on a Tuesday in the summer of 1917. The first paragraph deals with a folding chair the kind addressee had lent the poet to help him with furnishing his room or verandah. The painter Lou Albert-Lasár, at that time, did a portrait of Rilke; Friderike had sent her an edition of Lenau's letters:

Rodaun, Gasthof Stelzer

Meine liebe gnädige Frau,

Dienstag

Wir haben uns über dem schlechten Wetter eben rasch entschlossen, schon diesen Tag in die Stadt zu ziehen, — wenn ich rechtzeitig mit allem fertig werde, so will ich noch selbst kommen, um zu dem zurückgegebenen Klappensessel den herzlichsten Dank zu sagen; aber ich bin nicht ganz sicher, dass ichs noch kann. Packen ist meine langwierigste Beschäftigung!

Frau Albert war sehr überrascht über Ihre gütige Zuwendung der Lenau Briefe und dankt herzlichst. Was das Sammelbuch angeht, so gesteh ich geradezu, dass mir die einzelne Aushebung von Stücken aus dem Stundenbuch nicht recht lieb ist: da aber schon da und dort Verse daraus stehen, so kann ichs nicht ganz verwehren. Ich überlasse es *Ihrem* Ermessen, gnädige Frau; wenn Sie dafür sind, so mag es sein.

Mit den ergebensten Grüßen

Ihr
RMRilke

The very formal address on the envelope reads:

I.H. 2)

FRAU FRIDERIKE MARIA VON WINTERNITZ
Kalksburg
Lichtensteinstrasse 12.

The third letter is perhaps the most interesting, since it refers to an exchange of correspondence centered around the problem of how to help a family that was to settle in Salzburg. The addressee meanwhile had become the wife of Stefan Zweig and the châteleine of the small manor on the Kapuzinerberg, Salzburg, — thereby one of the hostesses to intellectual Europe. On the other hand, Rilke had moved — November 12, 1920 — into the castle Berg am Irchel near Zurich where he stayed as the guest of Col. and Mrs. Richard Ziegler 3.

Unfortunately the letter which caused the correspondence, leading to the missive of March 18, 1921, could not be discovered. But it is of interest to know that the family in whose favor the poet interceded was Jewish: This ought to be stressed in the face of weighty accusations pointing to his alleged antisemitism 4). The *Buch* is the novel "Vögelchen".

The envelope, still in Mrs. Zweig's possession, shows Rilke's elaborate handicraft:

On the front page we read:

Einschreiben

FRAU FRIDERIKE MARIA ZWEIG-WINTERNITZ
Salzburg
Deutsch Oesterreich

On the flap:

Env. R. M. Rilke
Schloss Berg am Irchel
Kanton Zürich, Schweiz

The seal shows Rilke's famous crest, a shield and a horse.

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- REVIEW SENTENCES (with translation) based on "Shorter Spanish Review Grammar and Composition".

* * *

If you have not received our latest circular, send in your request for a price list to The Service Bureau, C.M.L.R., 34 Butternut St., Toronto, 6.

Anmerkungen:

- 1) Many interesting details may be found in the volume *Stefan Zweig-Friderike Zweig "Briefwechsel"*, Bern, Alfred Scherz Verlag. The English translation — by Henry G. Alsberg — was published 1954, New York, Hastings House.
- 2) I.H.: abbreviation for "Ihrer Hochwohlgeboren", — the Austrian opposite of "Esq.", but somewhat more submissive and baroque. The Lenou letters had been edited by F. M. v. Winternitz.
- 3) cf. *Rainer M. Rilke — Katharina Kippenberg "Briefwechsel"*, Wiesbaden, Insel Verlag, p. 673. End of July 1921 Rilke moved to the small castle of Muzot, his last and most famous permanent residence.
- 4) Cf. the thorough study by *Erich Simenauer "Rainer Maria Rilke — Legende und Mythos"*, Bern, Paul Haupt Verlag. An opposite view is developed by another Rilke biographer *Nora Wydenbrück* in her article "Rilke and the Politics of His Time", London Times Literary Supplement, September 9, 1957.
- 5) *Friderike Maria v. Winternitz "Vögelchen"*, Berlin, S. Fischer Verlag. By Mrs. Zweig-Winternitz in a conversation I had with her recently.
- 6) The permission, granted by Mrs. Friderike Maria Zweig-Winternitz and the Rilke-Archiv, representing the Insel Verlag and the poet's heiress, to publish these letters, is herewith gratefully acknowledged.



Mr. P. K. Hambly,
Business Manager

TOPICAL VOCABULARIES FOR GRADE XIII GERMAN

(Based on "POLE POPPENSPALER")

By David Elder

1. Kleidung und Schrank

der Anzug ("e) — suit (der Nankinganzug — suit of yellow cotton)
 der Federhelm (e) — plumed helmet
 das Kleid (er) — dress (das Kleidchen)
 die Kapuze — hood
 der Mantel ("') — coat (das Mäntelchen)
 die Mütze — cap (die Schulmütze)
 der Pantoffel — slipper (der Morgenpantoffel)
 der Rock ("e) — coat, skirt
 die Schürze — apron
 der Stiefel — boot
 der Hut ("e) hat (der Strohhut)
 der Talar (e) gown, robe
 das Wams ("er) — (man's) jacket
 die Weste — vest

2. Garten und Hof

3. Arbeit und Beruf

das Drechseln — wood-turning ..
 der Drechsler — turner
 der Ellenkrämer — dry-goods dealer
 die Ellenwarenhandlung — dry-goods store
 das Holzblöckchen — little wooden block
 der Holzschnitzer — wood-carver
 der Kunstdrechsler — turner of artistic objects
 der Ladendiener — store clerk
 der Lehrling — apprentice
 der Mechanikus (Mechaniki) — mechanic
 der Musikus (Musikanten) — musician (Der Stadtmusicus)
 der Nachwächter — night-watchmen
 der Puppenspieler — puppet player

der Schneider — tailor (der Schneidergeselle — tailor's apprentice)
der Schnitzmesser — knife for wood-carving
der Schütze (en, en) — archer, sharp-shooter
der Seiltänzer — tight-rope dancer
der Stadtausrüfer — town-crier
der Taschenspieler — juggler
der Tierbändiger — animal tamer
ausschnitzen — cut out, carve

4. Gebäude

die Decke — ceiling (die Balkendecke — timbered ceiling)
der Bodenraum ("e) — attic
das Dach ("er) — roof
die Deckenwölbung — vaulted roof
das Fenster — window (die Fensterscheibe — window-pane)
der Fussboden (") — floor
das Gemach ("er) — room
die Kammer — room (die Schlafkammer)
das Lazarett (e) — (military) hospital
die Luke — dormer-window
das Schlachthaus ("er) — slaughter-house
die Schneiderherberge(e) — tailor's inn
das Stockwerk (e) — storey
der Teppich (e) — carpet
die Wand ("e) — wall
die Wendeltreppe — circular stairs
die Wohnstube — living-room
das Wirtshaus ("er) — inn
zweistöckig — two-storied
verfallen — fall into ruins
weissgekalkt — white-washed
windrissig — weather-beaten

5. Wetter und Jahreszeiten

die Dunkelheit — darkness
der Dunst ("e) — haze
der Herbst (e) — autumn
der Herbstnebel (e) — autumn mist
der Himmel — sky, heaven
der Mond (e) — moon
das Mondlicht — moon light
die Morgenluft — morning air
die Sonne — sun
die Tageshelle — daylight
das Totenwetter — bitterly-cold weather
das Unwetter — bad weather, storm
der Wind (e) — wind
die Wolkenbank ("e) — bank of clouds
die Wolkenhülle — enveloping clouds
dämmerig — dim
dunkel — dark
sonnig — sunny

4. Wagen und Pferd

das Fuhrwerk (e) — vehicle
die Gabeldeichsel — wagon-shaft(s)
der Gaul ("e) — old nag
der Karren — cart
das Pferd (e) — horse
der Schimmel — white horse
das Wägelchen — little wagon, cart
der Zügel — rein
die Mähne — horse's mane
halt/machen — stop
peitschen — whip
zweirädrig — two-wheeled

5. Puppenspiel und Theater

der Aufzug ("e) — act
die Blechlampette — sconce (bracket-candlestick)
die Bühne — stage
die Cassa — box-office, takings
die Draht ("e) — wire (die Eisendraht ("e) — iron-wire)
die Eintrittskarte — ticket of admission
das Eintrittsgeld — money for ticket
die Kasse — box-office, money-box
die Komödie — comedy
die Marionette — puppet
der Musikantenplatz ("e) — musician's seat
der Platz ("e) — place, seat
das Podium (Podien) — platform
die Puppe — puppet
die Puppenspielerei — puppet-playing
der Schauplatz ("e) — scene of action
die Schnur — string
das Spiel (e) — play
das Stück (e) — piece, play
das Talglicht (e) — tallow-candle
das Theater — theatre
der Vorhang ("e) — curtain
die Vorstellung — presentation
der Zuschauer — spectator
die Galerie — gallery
das Gerüst (e) — scaffolding
in die Höhe rollen — roll up, raise (curtain)
vorstellen — to perform
erster Platz — front-row

6. Körper

das Angesicht (e) — face
das Antlitz (e) — face
der Arm (e) — arm
das Auge (n) — eye (die Augenwimper — eye-lash)
die Backe — cheek

der Bart ("e) — beard
das Blut — blood
die Brust ("e) — breast
der Buckel — hump, back
der Daumen — thumb
die Faust ("e) — fist
der Finger — finger
der Fuss ("e) — foot
das Gesicht (er) — face (der Gesichtszug ("e) — feature)
das Glied (er) — limb (der Gliederbau — build)
das Haar (e) — hair (die Haarflechte — braid)
der Hals ("e) — neck
die Haut ("e) — skin
das Haupt ("er) — head
das Herz (ens, en) — heart
das Kinn (e) — chin (der Kinnbacksknochen — jaw-bone)
die Kinnlade — jaw
der Kopf ("e) — head
der Leib (er) — body
die Lippe — lip (die Unterlippe — lower lip)
das Maul ("er) — mouth (das Mälchen)
der Mund ("er or e) — mouth
der Nacken — back of neck
die Nase — nose (der Nasenzipfel — tip of nose)
der Nasenschnabel — beak-nose
das Ohr (en) — ear
der Rücken — back
der Schoss ("e) — lap
die Seele — soul
die Stirn — forehead
die Wange — cheek
der Zahn ("e) — tooth (der Weisheitszahn ("e) — wisdom-tooth)
schwarzhaarig — black-haired

7. Schule

die Bank ("e) — bench
das Exempel — example (Das Algebraexempel)
das Exerzitium (Exerzia) — exercises
die Lehrtereschule — (academic) high school
der Griffel — slate-pencil
der Primaner — upper-school pupil
die Quarta (Quarten) — fourth form
der Ranzen — school-bag
das Rechenbuch ("er) — arithmetic book
der Rechenmeister — arithmetic teacher
die Redeübung — debate
die Rückgabe — giving-back of exercises
die Schularbeit — schoolwork
der Schulhof ("e) — school ground
der Schulsack ("e) — school-bag

das Studium (Studien) — study, subject
der Subrektor — vice-principal
die Tafel (n) — slate
fehlerlos — perfect, without mistakes

8. Gefühle

das Entzücken — delight
die Geduld — patience
der Kummer — sorrow, worry
der Neid — envy
die Neugierde — curiosity
der Schrecken — fright
das Vertrauen — confidence
elendig — miserable
ernsthaft — earnestly
finster — sinister
freundlich — friendly
fröhlich — joyfully

gedemüigt — humiliated
grinsend — grinning
heftig — violent
lustig — happy
mitleidig — sympathetic
sehnsüchtig — longing
streng — strict
unlieb — unpleasant
vergnügt — pleased
vertraulich — truthful
verzaubert — enchanted
zornig — angry

GENERAL REVIEW SENTENCES

1. The girl stretched her black-haired head out of the hood of her faded little coat.
2. Happily, I ran into the house and on my mother's bidding got her big **scarf**.
3. The storm tore my cap from my head, my shoes filled with sand.
4. The young woman had a short, wind-blown little coat around her shoulders and a black kerchief knotted about her head.
5. I often sat in the summer under the linden trees of his garden.
6. I ran through the paved courtyard into the lawn and sat down under the chestnut trees.
7. It was a sunny September afternoon but the red carnations were no longer blooming in the flower-beds in the garden.
8. In the following years autumn returned, the thrushes flew through the gardens of our town and the first leaves blew down from the linden-trees.
9. Father Joseph wandered up and down among the beds, cleaning up the rose-bushes or binding carnations and stocks to slender stakes.
10. All travelling musicians, tightrope dancers and wild animal tamers showed off their art in our town.
11. The town crier announced that the mechanic and puppet-player would give a show.
12. The clerk in the dry-goods store of my uncle was a good friend.
13. I am no mechanic; I am really by trade a wood-carver from Berchtesgaden.
14. I wanted to set up a puppet theater and began with cutting out the puppets.
15. Mr. Tendler helped me in the choice of the wood and soon a mighty Casper nose rose out of the woden block.
16. Henry, an apprentice of my father, stepped out of the work-shop to us, and took the knife out of my hand.
17. Up there in the second storey instead of windows only simple shutters open out on the street.
18. The desolate white-washed hall took almost the whole ground floor of the wind-swept and tumble-down two-storied house.

19. An oak circular stair led up into the upper storey.
20. It was a mournful autumn day and a black cloud covered the sun.
21. It had become stormy and in the sky a cloud bank rose up.
22. I saw a two-wheeled cart, which was pulled by a rough old nag, coming up from down the street.
23. When the man pulled on the reins, the vehicle stopped.
24. The man whipped the horse and he pulled on the wagon-shafts again.
25. "Halt." I shouted and rushed up to the vehicle. Mr. Tendler tugged on the reins and the brown horse stopped.
26. Then Mr. Tendler was already whipping at his little horse.
27. The gallery and the three front rows were already occupied.
28. The tallow-candles, which were burning in the brackets on the side-walls, spread only a weak brightness on the heavy, beamed ceiling.
29. I bought a two shilling seat, the curtain rolled up and the comedy began.
30. In the evenings I used to slip — no ticket needed any more — by her counter into the hall.
31. The Tendlers had played through their plays; the puppet-stage was broken up.
32. The play on the stage stopped and the strings fell from his hands.
33. Paul had under his sleek light hair the thoughtful forehead, the blue thoughtful eyes and the musical voice of his race.
34. The little man with the black hair stuck his head outside and stretched out both his arms into the fresh air.
35. When the comb stuck into her neck she made the funniest shapes with her red little mouth.
36. The chin began to clatter, the arms rose and the thumb began to shoot to and fro.
37. In my inner ear I heard that light crack in the body of the puppet.
38. She had let her head sink on my shoulder and the black eyelashes lay on her cheeks.
39. My puppet was supposed to wiggle his chin sideways, move his ears to and fro and clap his lower lip up and down.
40. The vice-principal asked me as he was giving back a perfect exercise if I wanted to go to high school.
41. At that time the upper school pupils wrote their algebra questions on a slate with a slate pencil.
42. The pupils put their exercises in their school bags, tied them and went out into the school yard.
43. I had taken after elementary school also the first form of the academic high school.
44. The story-teller was silent, an expression of quiet happiness in his manly face.
45. The eye of my father watched over me more strictly than ever.
46. To Lisa's delight I read out of a volume.
47. On a stormy October afternoon I looked now sadly at the wide sand road, now longingly back to town.
48. Then it struck my heart like the fear of death: you will never see her again.

* * *

NOTE: Translations of Mr. Elder's review sentences may be obtained from our Service Bureau. See page 27.

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SUMMARIES OF "FRENCH SHORT STORIES"

(Continued)

By C. G. WATSON

F. — Les Vices du Capitaine

Lorsque le capitaine Mercadier — trente-six ans de service, vingt-deux campagnes, trois blessures — fut mis à la retraite, il choisit comme lieu de résidence le petit village où il était né. Cette petite ville obscure avait pour lui un cachet particulier que lui donnait son aspect pittoresque et les coutumes originales des indigènes. L'y attiraient aussi les souvenirs de son enfance tapageuse, indice, disait-on, d'une turbulente maturité. En effet, tout au cours de sa carrière de soldat, ses punitions et ses grades, témoignant à la fois de son indiscipline et de sa bravoure, lui valurent une pension de retraite assez modeste pour lui permettre de vivre dans une misère honorable.

Son arrivée dans la petite ville fut sans éclat. Cependant, les quelques témoins ne purent que remarquer la conduite étrange de ce héros. Il s'installa sommairement dans une chambre de faubourg très peu confortable, séduit sans doute par la tapisserie à motif militaire. Ses effets déballés, sa toilette finie, il sortit en quête d'un café. Bien qu'aucun établissement ne lui plût, c'est au café Prosper que le capitaine décida de satisfaire ses trois vices préférés: le tabac, l'absinthe et les cartes. Il y trouva le service à son goût et l'atmosphère agréable, si bien qu'il devint bientôt un pilier du café Prosper. Heureux de rencontrer là des auditeurs ignorants de son répertoire, il estima qu'il en avait pour longtemps à les régaler de ses nombreuses anecdotes. Tout naturellement, en dépit de quelque critique, il vint à dominer son groupe.

Le lundi, cependant, jour de marché, le café, envahi par la foule des cultivateurs bruyants et peu courtois, n'était pas tenable. Le capitaine restait donc chez lui. C'est ainsi qu'un lundi, assis au soleil près de sa porte, il aperçut une fillette estropiée. Ce vieux célibataire endurci s'émut devant un spectacle si peu réglementaire. Interrogée, la petite Pierrette lui apprit qu'elle était orpheline et qu'elle avait perdu une jambe à l'âge de cinq ans. Un changement soudain s'opéra dans le vieux soudard. Il résolut de venir en aide à cette enfant et accumula toutes sortes de prétextes pour la prendre sous sa tutelle. Il s'entendit enfin avec la gardienne de l'enfant pour que la petite lui servit de domestique. Son maigre revenu l'obligea à se priver pour payer les modestes exigences de sa protégée, mais chaque sacrifice la lui rendait plus chère.

Mais ce ne fut là que le début. La lutte fut longue et ardue. Plus l'enfant prouvait par son dévouement la profondeur de sa gratitude, plus le capitaine s'attachait à elle: moins il la considérait comme sa servante. Enfin, il substitua à ses trois vices une jeune passion. Il apprit à Pierrette à lire, à écrire, et se mit bientôt à lui accumuler un peu d'argent pour garantir son avenir. Imaginez l'attendrissement de ce vieux réformé, lorsqu'un étranger, un jour, le prit pour le père de l'enfant.

G. — La Montre du Doyen

Par un mauvais temps de neige, mon ami Wilfrid et moi cheminions péniblement vers Heidelberg, lorsqu'un étrange cavalier, à l'apparence féline, nous conseilla de rebrousser chemin. Malgré son insistance qui cachait une menace, nous poursuivîmes notre route.

A Heidelberg, nous rencontrâmes des amis qui nous engagèrent dans leur troupe de musiciens. Wilfrid avait loué pour nous une mansarde au Pied-de-

Mouton. A peine installé, je vis entrer Annette, l'espionnée et aimable fille d'auberge, qui venait nous dire bonjour et nous prévenir d'avoir nos papiers en règle, à cause de l'enquête que faisait la police à la suite d'une série de meurtres récemment commis.

Vers deux heures du matin, nous entendîmes sur le toit un bruit de pas qui se dirigeaient vers notre fenêtre. Par cette lucarne, se glissa un homme, agile comme un tigre, les yeux phosphorescents, et tenant à la main un long couteau rougi de sang. Je reconnus notre interlocutrice de la veille. Malgré notre frayeur, nous n'avions rien à craindre, puisqu'il ne fit que se réchauffer un peu, puis, déposant d'un air distrait une grosse montre sur la table, il s'enfuit par l'escalier intérieur. Je l'entendis ouvrir une fenêtre à un étage inférieur; je me précipitai à la lucarne juste à temps pour le voir fuir sur la crête d'une haute muraille. Nous ne pûmes nous rendormir, contents, toutefois, de nous en être tirés indemnes. Je réussis à convaincre Wilfrid que cette montre devait être remise au bailli. Plus rassuré à l'approche de l'aube, Wilfrid, disant que j'étais trop jeune, s'offrit à faire la commission. En bas, nos gens nous accueillirent avec joie. Annette nous servit à manger, me réservant les meilleurs plats. Nous allions sortir lorsque la salle s'emplit soudainement de policiers dont un demanda nos papiers. Représ de terreur, Wilfrid fit le geste compromettant de glisser la montre dans sa botte. L'œil exercé de l'agent observa ce mouvement furtif. Il s'empara de la montre qu'il reconnut comme celle dont le doyen van den Berg avait signalé le vol le matin même. Sûr de notre culpabilité, le chef de la police arrêta tout le monde. Profitant de la bagarre, Annette me fit glisser dans le cellier. La vie reprit son cours, et toute la ville se réjouit de la capture des criminels.

Ce soir-là, la cabaretière descendit à la cave, où elle me découvrit. Prise de panique, elle se mit à crier: "A l'assassin!" en tentant de remonter l'escalier. Je réussis à m'échapper dans la rue. Plus tard, éprouvé par le froid et la faim, je résolus de me livrer à la justice. Quand je rentrai à l'auberge, j'aperçus la cabaretière qui faisait sa déposition à la police: je compris, par la description qu'elle donnait de son assaillant, qu'elle ne m'avait pas reconnu. Enfin, sur l'ordre de sa maîtresse, Annette me conduisit à ma chambre.

Le lendemain matin, j'entendis un tumulte dans la rue: c'étaient mes compagnons, que la police ramenait à l'auberge pour les interroger. J'entrouvris la porte de ma chambre pour écouter, lorsque je remarquai une fenêtre ouverte, celle-là même par où le cambrioleur avait fui. Me rapprochant, j'aperçus des traces fraîches sur le mur. Notre homme était donc revenu! Serait-il possible que cela soit sa route habituelle? Y repasserait-il? Un plan prit forme en mon esprit: j'avais un moyen de libérer mes compagnons. Après un long moment d'hésitation, je pénétrai hardiment dans la cuisine où le bailli cherchait à identifier la montre. Je déclarai l'avoir déjà vue entre les mains du meurtrier. En audience particulière, je dévoilai au chef de la police la scène dont j'avais, la première nuit, été le témoin horrifié. Je pus avouer que l'"assassin" de la cave, c'était moi, que l'aubergiste n'avait pas reconnu. C'est alors que je lui offris, s'il voulait bien collaborer, de lui livrer l'assassin. Il accepta.

La journée se passa à manger, à boire et à fumer, mais, à neuf heures, tout changea de face. Les policiers s'assurèrent que leurs armes étaient prêtes, puis me suivirent jusqu'au grenier. La nuit sembla interminable; l'attente nous mettait à bout de nerfs. A trois heures, j'étais certain que rien n'arriverait, que je serais accusé d'imposture, et que je finirais mes jours dans les chaînes. Tout à

coup, sans que j'eusse entendu le moindre bruit, la lucarne s'ouvrit, deux yeux parurent à l'ouverture. Semblant se douter de quelque chose, le scélérat hésitait à entrer; puis, subitement, avec agilité, il se glissa dans la chambre. Au même instant, un cri terrible retentit: la maison fut ébranlée; le criminel était attrapé. Lorsqu'on fit de la lumière pour identifier le captif, on reconnut... le doyen des drapiers! Il mourut entre nos bras, s'étant poignardé lui-même pour priver la police de sa victime.

Le lendemain, tout Heidelberg apprit la grande nouvelle. On hasarda des opinions pour expliquer l'étrange conduite de ce riche et respectable citoyen. Cependant, tous les traits de sa physionomie portaient à conclure qu'il appartenait à la terrible race des chats, qui tue pour le plaisir de tuer.

Depuis ce temps, je suis musicien dans une auberge sur la route de Tübingue. S'il vous arrive de passer par là, venez me voir; je vous réserve d'autres récits passionnnants.

H. — Le Réquisitionnaire

Cette histoire se passa pendant le règne de la Terreur qui suivit la Révolution française.

Au moment de l'émigration des nobles, Mme de Dey, veuve d'un lieutenant général, se réfugia à Carentan, en basse Normandie, où elle possédait des biens considérables, car elle croyait, avec raison, que les violences y seraient moins qu'à Paris. Là, elle eut la prévoyance de se concilier l'estime du peuple, des nouvelles autorités et de la noblesse.

D'une beauté aristocratique, calme et réservée, elle captivait le cœur des hommes, tout en commandant la retenue. D'autre part, à sa grande âme il fallait une haute passion: ce fut son amour pour son fils. Ce sentiment était accru par le fait que son fils se trouvait être son seul parent au monde, et qu'elle-même avait été privée de presque toute tendresse conjugale. Adorée de son fils, elle se réjouissait de le savoir hors d'atteinte dans l'armée des émigrés, pendant que, par sa présence à Carentan, elle empêchait la confiscation des biens familiaux.

Par politique, elle soulageait les pauvres et recevait les riches. Des célibataires influents la courtisaient dans l'espoir de l'épouser, soit en l'effrayant par le mal qu'ils pouvaient lui faire, soit en lui offrant leur protection. De ceux-ci, l'accusateur public était le plus redoutable, puisque, comme procureur, il connaissait à fond l'état de fortune de son ancienne cliente.

Un jour, la comtesse eut l'imprudence de fermer sa porte aux habitués de sa maison. Chacun en conçut de vives inquiétudes et se mit à rechercher les causes de cette soudaine retraite. Chaque irrégularité dans sa vie de tous les jours rendait la pauvre femme plus suspecte que jamais. Ses amis l'avertirent du danger de sa situation. Le vieux négociant surtout, croyant à une affaire de cœur, lui dit que personne ne la plaindrait de se sacrifier pour cela. Effarée, elle lui confia que depuis trois jours elle attendait son fils. Captif des révolutionnaires, il comptait s'évader, et avait fait avertir sa mère qu'il se présenterait chez elle, déguisé. Pour l'aider, le vieillard lui dicta de sages conseils. Il alla même colporter chez leurs amis des explications quelquefois fantastiques pour justifier l'étrange conduite de la comtesse, en même temps qu'il les invitait à se rendre chez elle ce soir-là.

Curieux, tous y allèrent. Ils n'y trouvèrent rien de louche, même après avoir soumis leur hôtesse à un interrogatoire embarrassant. Elle jouait son rôle

en actrice consommée. Intérieurement, toutefois, elle était très angoissée. C'est pourquoi, pour se donner un moment de répit, elle trouva un prétexte, s'excusa et monta à une chambre que la servante avait préparée pour l'arrivée du fils. Elle en redescendit bientôt, plus calme.

Pendant ce temps, un jeune homme à la démarche militaire malgré ses vêtements bourgeois, entrat à Carentan pour y passer la nuit. Il se présenta à la mairie pour obtenir un billet de logement. Complice et frère du négociant, le magistrat, sûr de l'identité de son visiteur, l'envoya loger chez la comtesse, se flattant lui-même de sa générosité.

Quand vint le temps de partir, les invités de Mme de Dey se retirèrent tous, sauf l'accusateur. Ce dernier déclara à son hôtesse qu'il n'était pas dupe de son subterfuge, qu'ils se trouvaient tous deux dans une situation compromettante et que, à moins de collaborer l'un avec l'autre, cela pourrait bien les mener tous deux à l'échafaud. Il lui proposa ensuite un moyen de dissiper les soupçons qui pesaient sur eux deux: il la laisserait recevoir son fils jusqu'au petit jour; puis, le matin, armé d'une dénonciation, il viendrait fouiller les lieux, où il ne trouverait rien d'illégal.

A ce moment, quelqu'un frappa à la porte. Interceptant le billet que la servante, un instant plus tard, apportait à sa maîtresse, l'accusateur l'examina pour voir s'il était en bonne et due forme, et se réjouit secrètement de voir bien débuter son stratagème. Il sortit aussitôt.

N'en tenant plus, la mère angoissée se précipita dans la chambre et se jeta dans les bras de son fils. Elle le couvrit de baisers. Puis, soudain, elle découvrit son erreur: ce réquisitionnaire était un parfait étranger, ressemblant seulement au fils tant attendu. Bouleversée, elle s'excusa et sortit se refugier dans la serre. Le lendemain matin, on la trouva morte, à l'heure même où son fils encore captif était fusillé.

La mort de la comtesse fut causée par un sentiment très grave, sans doute par quelque vision terrible.

I. — L'Attaque du Moulin

Le pittoresque moulin du père Merlier, situé au cœur de Rocreuse, était en grande fête, car le meunier fiançait sa fille, Françoise, avec Dominique, qui passait pour fainéant. Le vieillard aimait son vieux moulin, dont il ne voulait même pas, par sentimentalité, changer la vieille roue délabrée; il se permettait, cependant, par coquetterie, de blanchir, tous les dix ans, la façade de la bâtie. Gai, industrieux, le père Merlier avait bien réussi dans les affaires; aussi l'avait-on nommé maire de la commune.

Françoise tenait de son père; elle riait pour faire plaisir bien qu'elle fût une enfant sérieuse. Pas du tout belle quoique jolie, elle était courtisée pour ses écus plus que pour sa gentillesse. Un de ses prétendants, leur jeune voisin Dominique, cultivait un bout de champ et surtout paresseait. Mais il était si beau qu'il charmait toutes les jeunes filles.

Tout naturellement, Françoise s'éprit de lui, et voulut l'épouser. Quand Merlier apprit cette nouvelle, il en fut atterré. Comment ce gredin-là avait-il pu ensorceler sa fille? Il décida de faire la connaissance de ce galant. A la suite d'une longue conversation, le père se mit à traiter le jeune homme comme son fils. Ce dernier arrêta bientôt, par son industrie, tous les cancans qu'on faisait à son sujet. C'est ainsi qu'en juillet les amis vinrent au moulin fêter les fiançailles des jeunes amoureux qui allaient se marier dans un mois.

La veille même du mariage, les Prussiens envahissaient ce coin de la France. Un détachement français, envoyé à Rocheuse pour retarder l'avance de l'ennemi, s'installa au moulin pour s'en servir comme forteresse. Les préparatifs faits, on attendit l'attaque. Elle vint dans la nuit. Des coups de feu partirent de la forêt voisine. A mesure que la fusillade devenait plus nourrie, on sentait que les Français pourraient difficilement tenir l'ennemi en échec pour tout le temps qu'exigeait la consigne: le moulin était criblé de balles prussiennes, l'ennemi avançait toujours.

Tout à coup, Françoise poussa un cri; une balle lui avait effleuré le front. Dominique, déjà irrité de voir son mariage remis à cause de la bataille, devint furieux. Pour protéger Françoise, aussi pour se venger, il saisit son fusil et ouvrit le feu sur les Prussiens. Tireur d'élite, il faisait balle à chaque coup. Dans son emportement, il ne remarqua pas que les Français s'étaient retirés. Il tirait toujours, n'entendant rien, ne comprenant rien. Mais, cerné de toutes parts, il fut bientôt désarmé.

C'était une règle que toute personne non-belligérante, prise les armes à la main, serait fusillée sans délai. Le capitaine ordonna d'incarcérer Dominique, puis fit venir le maire. On trouva celui-ci, navré, en train de réparer les ailes brisées de la roue du moulin. Il reçut l'ordre de trouver des vivres pour les troupes. Plus tard, on interrogea le prisonnier. Il aurait la vie sauve s'il consentait à servir de guide aux Prussiens dans le bois de Sauval. Malgré le refus du captif, on lui donna jusqu'au matin pour réfléchir. Durant la nuit, Françoise, que son père avait enfermée dans une chambre de l'étage supérieur, ouvrit sa fenêtre, descendit par une échelle extérieure jusqu'à la cellule de Dominique. Elle le supplia de fuir, non seulement par amour pour elle, mais parce que son père l'ordonnait. Remontée à sa chambre, la jeune fille vit sur la Morelle la barque qui emportait son amant.

Le lendemain matin, on découvrait une sentinelle assassinée et la cellule vide. Cette fuite exigeait de sévères représailles. Si le maire ne livrait pas le fugitif, c'est lui qui serait fusillé. Pour sauver son père Françoise confessa qu'elle était la complice. On lui donna le choix entre ramener l'évadé ou perdre son père. Après une longue hésitation, elle se dirigea vers la forêt. Si, par impossible, elle découvrait son fiancé, qu'allait-elle lui dire? Le ramènerait-elle pour le faire fusiller? Soudain, elle entendit son nom. C'était lui! Il vit, en s'approchant, qu'elle ne partageait pas sa joie de leur réunion. Il eut beau la questionner, elle ne dévoila rien. A son retour, Françoise vit trainer son père devant le peloton d'exécution. Ne pouvant supporter ce spectacle, elle s'élançait vers sa chambre, lorsque Dominique lui-même entra dans la cour; il avait appris par un passant le drame qui se déroulait au moulin.

Dominique fut enfermé de nouveau. On lui fit la même offre que la veille. Comme il demeurait inébranlable, on l'entraîna dans la cour. Il y eut un moment de silence qui fut rompu par des cris retentissants: on venait d'apercevoir un détachement français. Françoise cria, sauta, battit des mains; elle était comme folle; Dominique était sauf. Un coup de feu terrible éclata à ses oreilles. Elle se retourna et aperçut son fiancé coucher dans la poussière, la poitrine trouée de balles prussiennes. Stupéfiée, elle alla s'asseoir près du cadavre. Les Prussiens s'emparèrent de Merlier comme otage. Ne pouvant pas fuir, ils vendaient cher leur vie. Comme les Français avaient un canon, la bataille ne pouvait être longue. Les boulets emportèrent tour à tour le toit du vieux moulin, puis les murs, puis la roue: l'âme du gai moulin venait de s'exhaler.

Quand les Français donnèrent l'assaut, le père Merlier était déjà mort, tué par une balle perdue. Cela ne diminua pas l'enthousiasme du capitaine français, qui venait de remporter l'unique succès de sa campagne. Apercevant Françoise entre les cadavres des deux hommes qu'elle avait aimés, il la salua galamment en criant "Victoire!"

REVIEW QUESTIONS BASED ON "FRENCH SHORT STORIES"

(Continued)

By Janet Smith

F. — Les Vices Du Capitaine

1. Pourquoi le capitaine a-t-il choisi cette ville ordinaire pour s'y retirer?
2. Combien de temps a-t-il passé dans l'armée?
3. Dans quel pays a-t-il passé la plupart de sa vie?
4. Qu'est-ce qui indique qu'il était un bon soldat?
5. Comment est-il entré dans sa ville natale?
6. Où a-t-il trouvé une chambre?
7. Après son installation qu'a-t-il acheté?
8. Où aimait-il passer ses journées?
9. Que faisait-il là?
10. Pourquoi a-t-il choisi le café Prosper?
11. Pourquoi était-il le bienvenu?
12. Qui était ses auditeurs ordinaires?
13. Lequel était assez courageux pour contredire le capitaine quelquefois?
14. Quels sont ses vices?
15. Pourquoi n'allait-il pas au café Prosper le lundi?
16. Qui a-t-il vu venir du bout de la rue un lundi matin?
17. En la regardant qu'a-t-il observé?
18. Quels détails de sa vie a-t-il appris?
19. D'ordinaire il ne s'intéressait pas aux enfants; pourquoi a-t-il eu tant de pitié pour cette petite?
20. Qu'a-t-il fait pour l'aider?
21. Il n'était pas riche. Comment pouvait-il payer sa petite ménagère?
22. Qu'est-ce que Pierrette a fait pour lui montrer sa reconnaissance?
23. Qu'est-ce qu'il a substitué à ses vieux vices?
24. Qu'est-ce qu'il a appris à Pierrette?
25. Qu'est-ce qui l'inquiétait beaucoup?
26. En faisant un effort héroïque qu'espérait-il faire pour sa fille adoptive?

G. — La Montre Du Doyen

1. Comment s'appellent les deux musiciens?
2. De quels instruments de musique jouent-ils?
3. D'où venaient-ils?
4. Pourquoi allaient-ils à Heidelberg?
5. Qui ont-ils rencontré chemin faisant?
6. Quel conseil leur a-t-il donné?
7. Qui ont-ils rencontré le soir à Heidelberg?
8. Qui était Annette?
9. Quelle nouvelle leur a-t-elle annoncée?
10. Où ont-ils passé la nuit?
11. Qui est entré dans leur chambre vers deux heures?

12. Que tenait-il à la main?
13. Qu'a-t-il mis sur la table?
14. Comment est-il parti?
15. Qu'est-ce que Wilfrid et Kasper voulaient faire?
16. Pourquoi les agents de police sont-ils arrivés à l'auberge?
17. Pourquoi Madoc, le chef de police, a-t-il arrêté Wilfrid?
18. A qui, était la montre?
19. Où est-ce qu'Annette a caché Kasper?
20. Qui l'a trouvé là?
21. Pour qui l'a-t-elle pris?
22. Comment s'est-il échappé du cellier?
23. Après avoir couru une demi-heure dans la rue, où s'est-il trouvé?
24. Qu'a-t-il décidé de faire?
25. Pourquoi a-t-il changé d'avis?
26. Qu'est-ce qui lui a donné le courage de demander une chambre à la mère Grédel Dick?
27. Pourquoi Kasper a-t-il décidé de parler au bailli lui-même le lendemain?
28. Quelle a été la décision du bailli?
29. Qui était l'assassin?
30. Comment est-il mort?
31. Quelles explications a-t-on données de ces événements?
32. Sur la route de Heidelberg pourquoi cet homme avait-il donné aux musiciens le conseil de revenir chez eux?

H. — Le Réquisitionnaire

1. Qui est Madame de Dey?
2. Où demeurait-elle pendant la Terreur?
3. Pourquoi y est-elle allée?
4. Quelle était la grande passion de sa vie?
5. Où était le jeune comte à cette époque?
6. Comment est-ce que la comtesse faisait plaisir aux nouvelles autorités?
7. Quel était le résultat de sa bonté?
8. Nommez, en anglais, les quatre personnages les plus importants de cette ville.
9. Quel était l'espoir de chacun de ces messieurs?
10. Lequel avait le plus grand pouvoir?
11. Quelle chose imprudente la comtesse a-t-elle faite un jour?
12. Pourquoi les bourgeois avaient-ils des soupçons?
13. Quels détails de ménage a-t-on observés ce jour-là?
14. Où sont allés les principaux bourgeois le second jour?
15. A leur avis, qui allait arriver chez Madame de Dey?
16. Qu'est-ce qu'ils ont décidé de faire?
17. Qui est allé chez elle?
18. Quel était le secret de la comtesse?
19. Quel conseil est-ce que le négociant lui a offert?
20. Quelle explication a-t-il donnée aux citoyens de la maladie et de la guérison rapide de la comtesse?
21. De tous ceux qui sont arrivés ce soir-là chez elle, lesquels la regardaient le plus attentivement?
22. Sous quel prétexte a-t-elle quitté le salon?
23. Où est-elle allée?

24. Qui était de garde dehors?
25. Sur quelle route voyageait un jeune homme ce soir-là?
26. Pourquoi ne portait-il pas d'uniforme?
27. Qui attendait cette colonne de réquisitionnaires à Carentan?
28. Pourquoi est-il entré seul dans la ville?
29. Quel air avait-il?
30. Comment s'appelait-il?
31. Où est-ce que le maire l'a envoyé?
32. Qu'est-ce qui indiquait que le maire l'avait reconnu?
33. A la fin de l'assemblée pourquoi l'accusateur n'est-il pas parti avec les autres?
34. Quelle faveur a-t-il faite à la comtesse?
35. Qu'est-ce qui arriverait à sept heures?
36. Comment pourrait-il la sauver de la guillotine?
37. Qui est arrivé au moment où l'accusateur parlait?
38. Qui était le réquisitionnaire?
39. Où est-ce que Madame de Dey est allée attendre l'arrivée du bataillon?
40. Quand est-elle entrée dans sa chambre?
41. Qu'est-ce que Brigitte a trouvé en entrant le matin?
42. Qu'est-ce qui l'aura tuée?

I. — L'Attaque Du Moulin

Dans les passages suivants dites qui parle ou de qui on parle et dans quelles circonstances.

1. "Il se chargeait de tout, mais à la condition qu'on le laissât agir seul."
2. "Une difficulté imprévue faillit lui faire perdre tout son courage."
3. "Dominique est étranger, il ne partira pas."
4. "Il eut à peine un léger haussement d'épaules, tout ce drame lui semblait d'un goût médiocre."
5. "Il lâcha un dernier coup, et ils tombèrent sur lui, comme son fusil fumait encore."
6. "Et, d'un geste, il fit rompre les rangs aux douze hommes."
7. "Mais il faut qu'on nous le retrouve, ou le village payera pour lui."
8. "Leur consigne était de gagner du temps, de ne point se montrer, pour que les Prussiens ne pussent savoir quelles forces ils avaient devant eux."
9. "S'il vous en faut un absolument, moi autant qu'un autre."
10. "Mais il refusa de descendre un seul échelon avant de la savoir dans sa chambre."
11. "Quatre hommes le tenaient. D'autres vociféraient autour de lui, dans une langue effroyable."
12. "Puisque les deux petits, comme il les appelait, étaient sortis sains et saufs de la bagarre, il songeait à son autre tendresse, qui avait singulièrement souffert, celle-là."
13. "Ces gredins de Prussiens étaient très capables de se venger sur les femmes et sur les vieillards."
14. "Puis, s'approchant de la fenêtre, il lâcha son premier coup de feu."
15. "Je vais vous donner dix hommes. Vous les guiderez."

AN OBJECTIVE TEST

La Tulipe Noire

Indicate which of (a), (b), (c) completes the statement correctly.

1. La foule qui se pressait vers la prison voulait (a) aider Corneille de Witt à s'échapper (b) trouver la correspondance des frères de Witt, (c) empêcher

le départ de Corneille de la prison.

2. Corneille (a) avait brûlé des lettres (b) les avait confiées à son filleul (c) les avait cachées dans la prison.
3. Il a écrit (a) sur un morceau de linge (b) sur une feuille de sa Bible (c) sur une vieille enveloppe, une lettre à Cornélius lui disant de brûler ses lettres.
4. Corneille a donné à la fille du geôlier (a) de l'argent (b) des papiers importants (c) sa Bible.
5. A la porte du Tol-Hek les deux frères (a) ont trouvé la grille fermée (b) ont vu un jeune homme de vingt - deux ans (c) ont passé la nuit.
6. Cornélius van Baerle (a) était très pauvre (b) avait un poste au gouvernement (c) était un simple cultivateur de tulipes.
7. Un voisin, Boxtel (a) avait cultivé de meilleures tulipes que Cornélius (b) était beaucoup plus riche que Cornélius (c) avait vu que Cornélius mit des papiers dans un certain tiroir dans son séchoir.
8. Cornélius (a) a caché ses caieux dans une boîte (b) a jeté ses caieux dans le jardin (c) a enveloppé ses caieux dans la feuille de la Bible que Craeke avait apportée.
9. Après l'interrogatoire des juges on a décidé (a) d'exécuter Cornélius ce jour même à midi (b) d'exécuter Cornélius l'année prochaine (c) de le libérer.
10. Cornélius a légué à Rosa ses trois caieux, demandant en échange (a) qu'elle se marie avec lui (b) qu'elle se marie avec un jeune homme qui l'aimerait (c) trois mille florins.
11. Le prince d'Orange a commuté la sentence de mort (a) à une condamnation d'emprisonnement à vie dans la prison de Buytenhoff (b) à une condamnation d'emprisonnement à vie dans la forteresse de Loewenstein (c) à une sentence de dix ans de prison.
12. Tous les jours Rosa venait parler avec Cornélius (a) à neuf heures (b) à midi (c) à six heures et demie.
13. Cornélius avait suspendu la cruche qui contenait sa tulipe (a) à la porte de sa chambre (b) hors de sa fenêtre pour la cacher à Gryphus (c) au plafond.
14. Rosa a décidé de ne plus revenir au guichet parler avec Cornélius (a) parce qu'elle pensait qu'il aimait la tulipe noire mieux qu'elle (b) parce qu'elle ne voulait plus apprendre à lire (c) parce qu'elle se sentait malade.
15. Rosa a planté un caieu (a) dans son jardin (b) dans le jardin de Cornélius (c) dans un pot dans sa chambre.
16. A l'instant même où la tulipe serait ouverte Rosa devait envoyer chercher (a) le prince d'Orange (b) le président de la Société horticole à Harlem (c) le gouverneur de la prison.
17. Après le vol de la tulipe noire Rosa est allée à Harlem (a) pour chercher M. Jacob (b) pour parler avec le prince d'Orange (c) pour dire au président de la Société agricole qu'on lui avait volé la tulipe noire.
18. Comme preuve que la tulipe noire était celle de Cornélius. Rosa (a) a décris la tulipe en détail (b) a tiré de sa poitrine le troisième caieu (c) a montré au président une autre tulipe noire en fleur.
19. Quand Boxtel a vu Rosa et Cornélius ensemble et a compris que ceux-ci recevraient le prix il (a) s'est évanoui et est mort (b) s'en est allé (c) a commencé à crier.
20. La preuve de l'innocence de Cornélius était (a) dans la feuille de Bible qui avait enveloppé le troisième caieu (b) dans des papiers que Boxtel avait volés (c) dans une lettre que Corneille de Witt avait écrite au prince d'Orange.

FOREIGN EXCHANGE

Directed by Morgan Kenney,
Hill Park S.S., Hamilton, Ont.

A LETTER TO SANTA from a language teacher:

I feel selfish asking for something else when you have already given so much to language teachers, but since I feel that I ask for many teachers, not just for myself, I hope you will understand.

Would you use your influence to obtain the following gifts for us?



From the Department of Education:

1. A clearly defined goal for our language course, with careful consideration given to the time at our disposal and the texts on the market.
2. An understanding ruling that permits our students to omit from their beginner's course all delicate usages which are introduced in our grammars by the words: "generally", "usually", or "frequently".
3. A kindly supervision of final examinations to ensure that they are good tests of a five year beginner's course, with special attention to the authors paper.
4. A new approach to the authors paper which does not insist on an intense memorization of words, but which requires understanding of the work under study as a piece of literature.
5. A list of words which are considered "basic" and "everyday" vocabulary.

From the Public:

1. A "feeling" for language. The knowledge that language is a proud heritage, a vital organism, an artistic achievement. The training in their children from early years to take pride in their language and develop a sensitivity to it.

From the students:

1. The will to fight the attitude of the times which stifles imagination and creative impulse in language work.

2. The realization that language cannot be learned without **vocabulary** study.

From language teachers themselves:

1. A balanced, long range view which allows them to accept that although an ideal cannot be achieved, it should not be discarded. Success lies somewhere along the road toward the ideal.
2. An acceptance of the fact that one active example is better than a memorized grammatical rule.
3. A creative and imaginative approach to their subject.
4. All the qualities and habits that they try to instil into their students.

BONUS MARKS

We have already discussed the idea of giving bonus marks when testing vocabulary. For example, the word in the vocabulary that is being tested is "la pomme". A student who can write the names of two other fruits in French is given a bonus mark.

This idea can be successfully carried over into verb and grammar tests. You ask the students to write "they answered" in the Past Definite. The student who can also write "They answered IT" is given a bonus mark.

You will find that this technique encourages the students to pay excellent attention when the teacher is discussing finer points.

WRITING OUT

We would be interested in hearing your views on the practice of having students write out vocabulary, irregular verbs, etc. when they prove in class that they have not prepared assigned work.

Do students learn material that is written out many times, or is this practice merely a form of punishment? What do you think?

—Je voudrais, disait un sot, traiter un sujet auquel personne n'aït pensé.

—Ecrivez donc votre éloge.

—Quel est le plus ancien des 1?

—L'I mage.

—Et quel est le plus froid?

—L'I vert.

THESE MAY HELP

1. When your beginners are learning to count, challenge them to this effect: "One pupil and I are going to count to 20. We shall take turns. Each of us may say one or two numbers, but not more. I promise you that the pupil will reach 20 first." The secret: simply arrange things so that the pupil is the one who says 2, 5, 8, 11, 14, 17.

2. Still playing with numbers, you may demonstrate that "it is much easier to add, when one knows the numbers in French." Have a pupil read out any long number in French, a digit at a time. You write them on the board. Have another pupil read out the next line. Then have a pupil go to the board, while you read the third line. Alternate from then on. This is the sort of thing you will get:

Pupil No. 1 provides the number	832562	(A)
Pupil No. 2 provides the number	426742	(B)
Teacher provides the number	573257	(C)
Pupil No. 3 provides the number	428737	(D)
Teacher provides the number	571262	(E)
Pupil No. 4 provides the number	386265	(F)
Teacher provides the number	613734	(G)

Teacher immediately writes the total 3832559

Explanation: In reading out Line C, teacher keeps an eye on Line B. He makes sure that the total of B and C will be 999999. Similarly, he makes sure that E and D come to 999999, and F and G likewise. If the teacher has provided 3 lines, he gets his answer by putting 3 in front of Line A, and subtracting 3 from the resultant number. It sounds complicated, but is really very simple. If the teacher provides 4 lines, — well, you can figure it out for yourself.

3. For aural practice, have pupils identify class-mates, from clues that you provide. Adapt the vocabulary to the particular class. This is the sort of thing I mean:

La mère de cet élève est institutrice.

Au lycée on l'appelle "Monsieur le Président."

Elle vient de quitter la salle de classe.

Il vient de laisser tomber sa règle.

Ce matin, cet élève n'a pas su la réponse à une question facile.

A gauche de cet élève se trouve un calendrier français.

Be on the watch for little incidents occurring during the lesson. The same idea may be used with staff members, celebrities in the news, etc.

4. If you play "Bingo" with your classes, don't always just say the number "sous le B," but rather: Sous le B: Dix et deux; Trois fois sept.

Combien de jours y a-t-il au mois de mars?

Quel est le numéro après seize?

Combien de grands-parents est-il possible d'avoir?

Quelle est la date?

Combien de pupitres y a-t-il derrière Marie?

Combien de pouces a-t-on?

DESMOND HOWARD, Kamloops High School

RELATIVE POSITION OF TWO OR MORE PRONOUN OBJECTS

If your pupils tend to become lost in the cloud of grammatical terminology that often enshrouds the above topic, you may wish to try another approach.

First, you will need to have on the board a few sentences:

1. Nous les lui donnons.

2. Donnez-les-nous.

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3. Il nous les a montrés.
4. Elle me les explique.
5. Il les leur vend.
6. Montrez-la-moi.

Just in case some pupils may still be hazy as to which are the pronoun objects, have a pupil underline them.

Then (and here is the new approach) you ask: In which sentences are the pronoun objects arranged alphabetically? What is common to the pronoun objects in Sentences 1 and 5? (They both begin with the letter "l", in each of the sentences.) What is common to Sentences 2 and 6? (Imperative Affirmative).

Very soon the pupils deduce the rule:

1. L L)	
)	ABC'ly
2. Imp. Aff.)	

From further examples, the additional rule about "y" and "en" may soon be extracted.

The procedure has one recommendation: it works! Ideally, of course, pupils will recognize the correct arrangement simply from the sound of the resultant sentence.

I should be most interested to hear from teachers who do try the rather different method of handling this topic.

DESMOND HOWARD, Kamloops High School, Kamloops, B.C.

MATERIAL FOR EXAMINATIONS

Selected by Doris Schissler, Earl Haig C.I., North York

GRADE IX

FRENCH

MARCH, 1960

(Based on "Premières Années de français", Lessons 5 to 14)

I. Mettez la forme correcte du verbe:

1. Elles (aller) à l'école.
2. Nous (remplir) les verres.
3. Que (faire) — vous maintenant?
4. "Je (admirer) le beau jardin," dit Georges.
5. (être) — tu dans la cuisine?
6. Raymond et Suzette (finir) les tâches.
7. (avoir) — il les livres de Paul?
8. Marie (montrer) le cahier au professeur.
9. Ils (faire) les devoirs.
10. Je (aller) souvent au cinéma.

II. (a) Mettez à l'interrogatif-négatif:

1. Je place la règle sur la table.
2. Madame Pascal prépare le souper.
3. Ils sont au tableau noir.

(b) Donnez les trois formes de l'impératif:
crier (à l'affirmatif); rougir (au négatif)

III. Répondez en français par une phrase complète:

(a) 1. Quel temps fait-il aujourd'hui?
2. Quels mois ont trente jours?
3. Combien de personnes y a-t-il dans votre famille?
(b) 1. Qu'est-ce que Raymond Pascal désire acheter au Syndicat à la ville de Québec.
2. Quelles bêtes y a-t-il à la ferme de M. Viseux?
3. Pourquoi M. Caussin dit-il que le chien de Raymond est méchant?
4. Quel est le nom du fleuve qui traverse Paris?

IV. Remplacez le tiret par "à, à la, à l', au," ou "aux":

1. Alice dit bonjour oncle et tante d'Henri.
2. Raymond apporte le seau sous-sol.
3. Passez les pommes de terre ma soeur.
4. Le professeur donne les crayons jeunes filles.

V. Mettez la forme correcte de:

(a) l'adjectif

1. Il y a trois (grand) salles dans la maison.
2. Voici une classe de garçons (intelligent).
3. Les femmes sont très (fâché).

(b) quel quelle, quels, ou quelles

1. La robe est jolie, mais prix!
2. nappe désirez-vous?
3. fermiers travaillent dans l'étable?

(c) ce, cet, cette, ou ces

1. Apporte-moi biscuits.

2. Qui est homme?
3. citronnade est horrible?
4. pont traverse le fleuve?

VI Remplacez le tiret par l'adjectif possessif qui correspond au sujet:

1. Oublies-tu école?
2. Les garçons sont dans chambre avec amis.
3. Mademoiselle Lebrun admire auto bleue.
4. Avez-vous règle et stylos?
5. Je donne encre à Raymond.
6. Notre mère est à la maison de cousine.
7. Nous faisons sandwichs.
8. Paul et Marie regardent père.

VII. (a) Ecrivez en toutes lettres: $9 + 7 = 16$; $78; 80; 4 \times 5 = 20$.

(b) Ecrivez tous les mots dans cette liste qui ont une voyelle nasale:
foule, magasin, glace, rayon, ici, dans, pousser

(c) Copiez la phrase suivante et soulignez les consonnes muettes:
D'abord il place le sac d'argent sur le plancher.

VIII. Remplacez le tiret par "du de la, de l', des", ou "de":

1. Elle a une douzaine petits pains.
2. Le cousin mère Suzette est aussi à Paris.
3. Voilà l'arrêt autobus.
4. Regardez les comptoirs bouchers.
5. Il va au bureau Pacifique Canadien.
6. Il y a une bouteille lait sur la table.
7. Le chien élève n'est pas sage.
8. Fermez la porte salon.
9. La couleur boîte est verte.

IX. Completez chacune des phrases suivantes avec une différente expression de quantité:

1. billets avez-vous?
2. Les chats mangent fromage.
3. Il y a sable au lac.
4. Suzette place beurre dans la glacière.
5. Madame Dubois fait café.

X. Traduisez en français:

1. Please ask for a red beefsteak at the butcher's shop in town.
2. To-day is Friday the 14th of August, 1959.
3. Pay attention to your grandmother. Don't listen to that thief.
4. There are too many people on the beach. Let us drive along the St. Lawrence.
5. On Thursday she always meets her daughter at her brother's.
6. Are the Pascals going to spend the summer holidays in France this year?
7. In spring we often go for a picnic in the country. Our children like (the) car rides.

XI. Lisez ce passage:

M. Duval travaille à Paris, mais il demeure à une petite ville près de la capitale. Chaque jour après son travail, il va à la gare à pied. Devant la

gare il achète toujours un journal. Le marchand de journaux est un bon homme que M. Duval aime bien. Il a les cheveux gris, les yeux bruns, un petit nez, les joues rouges, et une bouche très large. Il a un béret noir sur la tête.

Un jour, quand M. Duval retourne après une absence de cinq ou six heures, l'homme n'est pas là. Il y a une femme à sa place.

—Mais où est le marchand de journaux? Il n'est pas malade? demande M. Duval.

—Ah, monsieur, il est mort.

—Mort? Pas possible!

—Oui, le pauvre. Une pneumonie.

—Mort, dit M. Duval. Pas possible! Il achète son journal et va lentement vers l'ascenseur.

Répondez en français par une phrase complète:

1. Où demeure M. Duval?
2. Où achète-t-il son journal?
3. Qu'est-ce que le marchand de journaux a sur la tête?
4. Qui est à la place du marchand un jour?
5. Pourquoi le marchand n'est-il pas là?

10 plus 3 plus 3 plus 5 plus 8 plus 5 plus 10 plus 10 plus 12 plus 10 plus 5 plus 39 plus 10 = 130 + 10 (dictée) = $140 \times 4/7 = 80 + 20$ (term mark)
= 100

GRADE X

FRENCH

MARCH, 1960

(Based on "Premières Années de français", — Lessons 30-38)

I. Répondez en français par une phrase complète aux questions suivantes:

- (a) 1. A quelle heure vous couchez-vous le soir?
2. Quel âge aurez-vous dans cinq ans?
3. Qu'est-ce qu'un linguiste étudie?
- (b) 1. Comment Raymond a-t-il traversé l'Atlantique?
2. Qui a été sa compagne de voyage?
3. Quand a-t-on congé de l'école en France?
4. A qui Raymond a-t-il fait visite pendant les vacances de Pâques?
Où a demeuré cette personne?
5. Si l'on fait un voyage à pied en Suisse, où passe-t-on les nuits?

II Mettez la forme correcte du verbe:

1. ils (vouloir: présent de l'indicatif)
2. vous (mettre: conditionnel antérieur).
3. tu (dormir: présent de l'indicatif).
4. elles (sortir: futur antérieur).
5. il (vouloir: conditionnel).
6. (s'approcher: 2ème personne au singulier, impératif).
7. ——je? (pouvoir: présent de l'indicatif, à l'interrogatif).
8. elle (lire: passé indéfini).
9. nous (voir: présent de l'indicatif).
10. ils (comprendre: conditionnel antérieur).

III. Mettez au futur:

1. Vont-ils visiter la France?
2. Nous faisons un pique-nique au bord du lac.
3. Marie répond à la question.
4. Ne vois-tu pas les signaux lumineux?
5. Pourquoi jetez-vous les pierres au chien?

IV. Faites accorder le participe passé si cela est nécessaire:

1. Elles sont (rentré) à la maison.
2. Voici les provinces que nous avons (visité).
3. Combien de pièces de théâtre avec-vous (vu)?
4. Madame Pascal leur a (envoyé) le journal.
5. Quels plats as-tu (lavé)?

V. Remplacez les mots **soulignés par des pronoms et faites tous les changements nécessaires:**

1. N'a-t-elle pas donné le morceau de pain aux **enfants**?
2. Ils apportent les **pommes de terre** dans le **sous-sol**.
3. Envoyez la **fleur** à votre **mère**.
4. Répondre aux **questions suivantes**.
5. Porte-moi **mon chapeau**.
6. Vous nous avez rendu **nos cuillers**.
7. Ne me dis pas la **réponse**.

VI. (a) Ecrivez les adverbes qui correspondent aux adjectifs suivants:

entier, frais, mauvais, parfait, sérieux.

(b) Ecrivez le comparatif et le superlatif:
la jolie femme; les concerts importants; le bon élève.

VII. Mettez au pluriel:

1. Je me lève de bonne heure le matin.
2. Le garçon a-t-il mangé le gâteau?
3. Son gros fils est malade.

VIII. (a) Ecrivez en français: 1st July; 16th December; 21st March.

(b) Ecrivez en toutes lettres: 5th, 71, 90th.

(c) Ecrivez **quatre mots de cette liste qui contiennent le son (y) (comme dans le mot "mur") et soulignez la lettre qui donne ce son:**
vendeuse, plume, brun, surtout, directeur, stupide, nouvelle, instituteur, trou.

IX. Traduisez en français:

(a)

1. Here we are.
2. Suzette is cold.
3. Are you thirsty?
4. They were not as rich as their friends.
5. I shall need an envelope.
6. She is happier than her sister.

(b)

1. It seems to me he invited us to have a cup of tea this afternoon.
2. Unfortunately, the passengers could not follow them there because

the four-engined plane took off (left the ground) at night.

- I am interested in sports. If it is fine weather, I shall go to the park. The water will be warm, perhaps.
- Don't ask her for a salad. We like French beans. Put them on the plates.
- What do you mean, this hockey team is better? They played at the rink a few weeks ago. What players!

X. Lisez ces paragraphes:

La Corse est une île qui se trouve dans la Mer Méditerranée; elle n'est pas très loin de la France.

Cette île n'a pas de très grandes villes. Bastia est la plus grande. Ajaccio est moins grand que Bastia mais beaucoup plus célèbre. Napoléon Bonaparte y est né le 15 août 1769. On ne peut pas se promener dans les rues d'Ajaccio sans trouver partout des souvenirs de Napoléon.

N'oublions pas les Corse eux-mêmes. Les femmes sont souvent très belles, les hommes sont toujours braves. Les Corse aiment l'indépendance. Ils parlent une langue qui ressemble plus à l'italien qu'au français, parce que l'Italie a possédé la Corse pendant quatre cents ans. La Corse est devenue française en 1768, un an avant la naissance de Napoléon Bonaparte. Les Corse ont accepté vite le gouvernement de la France, qui a respecté leur patriotisme, a fait construire des bâtiments publics et de bonnes routes, a fondé des écoles, a protégé le commerce et l'agriculture. Il faut y aller pour pouvoir apprécier la beauté merveilleuse de cette "île unique".

Répondez en français par une phrase complète:

- Qu'est-ce que c'est que la Corse? Où se trouve-t-elle?
- Pourquoi Ajaccio est-il célèbre?
- Quelles sont deux caractéristiques des Corse?
- Quand la Corse est-elle devenue française?
- Nommez deux choses que le gouvernement de la France a fait pour la Corse.

18 plus 10 plus 5 plus 5 plus 10 plus 5 plus 6 plus 6 plus 3 plus 3 plus 4 plus 12 plus 43 plus 10 = 140 + 10 (dictée) = $150 \times \frac{2}{3} = 100$

GRADE XI

FRENCH

MARCH, 1960

"Cours Moyen" — Lessons 4-8

A

I. Répondez en français par une phrase complète:

- Qu'est-ce que ce facteur collectionne? Où les met-il?
- Pourquoi le blessé avait-il besoin d'une potion?
- Qu'est-ce qui est arrivé quand l'escroc avait bu le cognac?
- Quelles personnes ne peuvent pas entrer dans les cinémas de Montréal?
- Nommez **deux** provinces maritimes du Canada.

II. Ecrivez les verbes suivants au temps et à la personne indiqués:

- présent de l'indicatif—il: jeter
- futur—tu: espérer
- impératif (singulier, familier): savoir

4. plus-que-parfait-ils: recevoir
5. futur antérieur—je: prendre
6. imparfait—nous: relire
7. passé défini-vous: venir
8. présent de l'indicatif-ils: boire
9. présent du subjonctif-ils: surprendre
10. conditionnel-je: connaître

III. Remplacez les mots soulignés par les pronoms convenables:

1. Faites-vous toujours **votre travail**?
2. Je porte **les étoffes au tailleur**.
3. Elles essayaient de faire **leurs devoirs**.
4. J'apporte le paquet **dans le cabinet**.
5. **L'eau est dans le verre**.
6. Donne **de la confiture**.
7. Va-t-elle montrer **les photos à Marie**?

IV. (a) Donnez les adverbes qui correspondent aux adjectifs suivants: poli, bon, impérieux, doux, lent.

(b) Donnez un synonyme de: le docteur, un bureau, lorsque, aussitôt que, chaque jour.

V. Traduisez en français:

1. Will he put them to sleep quickly? Yes, but don't give me any.
2. Let's not leave the most intelligent crook in the town with him now.
3. Had he just threatened the old man with his revolver?
4. Where is this letter? I shall read it after you have gone.
5. In my opinion the illuminated cross at the top of Mount Royal has as many visitors as "la Tour Eiffel".

B

VI. and VII. Questions based on Authors text.

VIII. Lisez ce passage et répondez en français par des phrases complètes aux questions qui le suivent:

Les Bandits environnés

Le bandit s'éloigna; Maria le suivit des yeux aussi longtemps qu'elle put apercevoir son ombre; puis, lorsqu'il eut disparu derrière un rocher, elle poussa un soupir, pencha la tête sur son enfant, ferma les yeux comme si elle dormait, et tout rentra dans le silence.

Deux heures après, un léger bruit se fit entendre du côté opposé à celui par lequel Jacomo était parti. Maria rouvrit les yeux et reconnut le bandit.

"Eh bien!" lui dit-elle avec anxiété en distinguant, malgré la nuit, la sombre expression de son visage, "Qu'y a-t-il?"

"Il y a," répondit le bandit, jetant avec humeur sa carabine à ses pieds, "Il y a que nous avons été trahis par les paysans ou les bergers, car partout où il y a un passage, il y a une sentinelle."

"Ainsi, aucun moyen de descendre de ce rocher?"

"Aucun. De deux côtés, vous le savez, il est entièrement coupé à pic, et, à moins que les aigles qui y font leurs nids ne nous prêtent leur ailes,

il ne faut point songer à prendre cette route; et, je vous l'ai dit, partout ailleurs... pas moyen. Français maudits! puissiez-vous être brûlés pendant l'éternité, comme des païens que vous êtes."

(i) la carabine — rifle	(iv) un aigle — eagle
(ii) trahir — to betray	(v) maudit — cursed
(iii) à pic — perpendicular	

1. Pendant combien de temps le bandit était-il absent?
2. Au retour de Jacomo, qu'est-ce qui indique qu'il était très anxieux?
3. Pourquoi était-il de si mauvaise humeur?
4. Où a-t-on placé des sentinelles?
5. Où étaient le bandit et Maria à ce moment?
6. Quelle serait, selon Jacomo, la seule méthode de s'échapper?
7. Quel sentiment éprouvait-il envers les Français? (éprouver — to feel)
8. Donnez le contraire de "descendre".

10 plus 10 plus 10 plus 10 plus 25 plus 50 plus 15 = 130 + 10 (dictée) =
 $140 \times 4/7 = 80 + 20$ (term mark) = 100

GRADE XII

FRENCH

MARCH, 1960

(Based on "Cours Moyen", part I — Lessons 16-21 and "Recueil de Lectures")

A

I. Ecrivez la forme convenable des verbes:

1. au passé défini: vous (coudre); tu (traduire)
2. au présent du subjonctif: elle (coudre); nous (détruire).
3. au conditionnel antérieur: nous (s'endormir); je (savoir).
4. au présent de l'indicatif: il (envoyer); tu (suivre).
5. au futur: elles (savoir); vous (envoyer).

II. Remplacez les tirets par les mots convenables:

1. Nous avons besoin journaux. (some)
2. Elle a des amis amusants! (such)
3. Il m'a dit avait amusé les enfants. (what)
4. Avec jeune fille vient-il? (whose?)
5. sont ces cahiers? (Whose?)
6. avez-vous vu ce matin? (Whom?)
7. Je pense que femme est ici. (every)
8. Avez-vous vu mon crayon? est bleu. (It)
9. l'a rendu fou? (What?)
10. Six hommes restent, mais sont malades. (some)

III. Répondez en français par une phrase complète:

1. Quels insectes le monsieur élégant a-t-il acheté?
2. Nommez deux bêtes que vous achèteriez dans un magasin où l'on en vendait.
3. Quels sont deux cours qu' Henri a suivis qui lui seront utiles dans le commerce?
4. Pourquoi Villemot et ses camarades se sont-ils alignés sur la place d'armes?
5. Qui était Marie-Louise Ferrand?

IV. Ecrivez un synonyme de **cinq de ces mots:**

le bonheur; son époux; le début; cependant; employer; être présent; grave; le principal.

V. Traduisez en français:

1. Which of the presents are for your son? These are for me, and those are too expensive. Would he like to have such a piano?
2. If he had entered the office early, he could have seen the stenographer. Each of the other boys has left.
3. I shall not have enough money, for I have too many purchases to make. May I ask you for five hundred francs?
4. What did the girls want? The latter finally answered; the former can't speak English, and she didn't say anything.
5. There will be some good jobs in that shop when summer comes. I'm going to work there during the holidays.

B

VI. Répondez en français par une phrase complète:

(a) La Grammaire.

1. Poitrinas a trouvé plusieurs objets dans le jardin de Caboussat. Lequel considère-t-il le plus important?
2. Que Poitrinas faisait-il quand il s'est coupé le doigt?
3. Quel est le mot dicté par Poitrinas que Caboussat trouve impossible à épeler?
4. Quand la petite maison à Etampes sera-t-elle libre?
5. Qu'est-ce que Caboussat dit qui n'est pas vrai quand il décrit Edmond? (deux détails)

(b) La Dernière Classe.

1. Pourquoi Frantz avait-il peur d'être grondé? (Deux raisons)
2. Quels gens entendit-il derrière la scierie, et que faisaient-ils?
3. Comment Frantz s'était-il souvent amusé en manquant la classe? (deux choses)
4. Donnez une description complète des vêtements que M. Hamel portait.
5. "Nous avons tous envie de rire et de pleurer." Que faisait le vieux Hauser en ce moment?
6. Pourquoi était-ce la dernière classe de français?

(c) La Parure

1. Mathilde Loisel n'était pas heureuse. Donnez deux détails de son appartement qu'elle détestait.
2. Qu'est-ce qu'elle aurait voulu avoir dans sa maison si elle avait eu de l'argent? (deux choses)
3. Quelle invitation les Loisel reçurent-ils?
4. Nommez deux des bijoux que Mathilde vit chez Mme Forestier.
5. Combien d'argent Loisel paya-t-il en achetant la deuxième parure? Combien en posséda-t-il déjà?

VII. Lisez le passage suivant, puis répondez en français aux questions qui le suivent: Le chien avait écouté tout ce dialogue avec une telle attention

que l'on eût dit vraiment qu'il en comprenait le sens. **Il monta** lentement derrière la bonne; mais à peine eut-elle ouvert la porte, qu'il se précipita dans la chambre. Il vit son maître, bondit vers le lit, et tomba sur la poitrine du dormeur. Jamais, on peut le dire, homme ne fut réveillé plus brusquement.

Le capitaine poussa un léger cri, avant même d'ouvrir les yeux, et le chien, qui craignait sans doute de lui avoir fait du mal, redescendit du lit aussi vite qu'il y était monté. Son maître, complètement réveillé, regarda autour de lui, et voyant dans sa chambre celui qu'il croyait à l'autre bout du monde, il se demanda s'il ne dormait pas encore.

1. Qu'est-ce que le chien a l'air de comprendre?
2. Qui suit-il en montant l'escalier?
3. Où trouve-t-il son maître?
4. Pourquoi le capitaine pousse-t-il un cri?
5. Pourquoi l'homme ne peut-il pas croire que c'est son chien?
6. Ecrivez le contraire de "Il monta".

10 plus 10 plus 10 plus 5 plus 40 plus 10 plus 20 plus 15 plus 10 = 130 + 10 (dictée) = $140 \times 4/7 = 80 + 20$ (term mark) = 100

GRADE XIII

FRENCH AUTHORS

MARCH, 1960

(Based on "French Short Stories")

I. (a) Ecrivez cinq mots de la liste suivante qui, prononcés sans contexte, se terminent par le son "s": dessous, six, mais, cours, race, hélas, basse, fameuse, tas, voix, cas, mars.
(b) Ecrivez cinq mots de la liste suivante qui, prononcés sans contexte, riment avec le mot "beau": trop, sot, dot, faux, bol, au, paon, flot, note, gros.
(c) Divisez en syllabes:
Prussiens joignirent, absinthe, pénétré, réglementaire.

II. Ecrivez les formes suivantes:

- imparfait de l'indicatif, première personne du pluriel de **écrire**, **envoyer**, **joindre**, **maudire**, **plaire**.
- présent du subjonctif, troisième personne du singulier de **être**, **faire**, **fuir**, **moudre**, **feindre**.
- conditionnel, deuxième personne du pluriel de **faillir**, **mourir**, **pouvoir**.
- le passé antérieur, troisième personne du pluriel de **lire**, **partir**, **mettre**.

III. Répondez brièvement en français, par des phrases complètes, aux questions qui suivent les passages suivants:

- Il était là, assez mélancolique et fumant un cigare humide, quand il vit venir du bout de la rue, — c'était une ruelle mal pavée et aboutissant à la campagne, — une demi-douzaine d'oies que chassait devant elle avec une gaule une petite fille de huit ou dix ans.
 1. Pourquoi le capitaine était-il si mélancolique?
 2. Qu'est-ce qu'il a remarqué particulièrement au sujet de la jeune fille?
 3. Qu'est-ce qu'on donne à la petite pour ses services?

4. Comment s'est-elle fait mal?
5. Quelles besognes pourrait-elle faire pour le capitaine? Nommez-en trois.

(b) Si elle était malade, dit le premier curieux, elle aurait envoyé chercher le médecin; mais le docteur est resté pendant toute la journée chez moi à jouer aux échecs. Il me disait en riant que, par le temps qui court, il n'y a qu'une maladie et qu'elle est malheureusement incurable.

1. Qu'est-ce qui a provoqué la curiosité de cet homme?
2. Comment sait-il que Mme de Dey n'a pas envoyé chercher le médecin?
3. Quelle est la maladie "incurable"?
4. Qu'est-ce que Brigitte a acheté le lendemain?
5. A quelle intention a-t-on fait cet achat?
6. Comment savait-on que Mme de Dey n'allait pas utiliser elle-même cet achat?
7. Comment le négociant a-t-il expliqué cet achat aux gens du village?

(c) Hé, hé! il paraît que ceci nous gêne.

1. Qu'est-ce que Wilfrid venait de tâcher de faire?
2. Comment Wilfrid avait-il obtenu la montre?
3. Comment Kasper s'est-il échappé en ce moment?

IV. Répondez en français à l'exception de 6 et 7 par des phrases complètes aux questions qui suivent ce passage:

Mais, sachant que ses hôtes lui pardonneraient les magnificences qui auraient leur bien-être pour but, elle ne négligeait rien quand il s'agissait de leur procurer des jouissances personnelles: aussi leur donnait-elle d'excellents dîners. Elle allait jusqu'à feindre de l'avarice pour plaire à ces esprits calculateurs; et, après avoir eu l'art de se faire arracher certaines concessions de luxe, elle savait obéir avec grâce. Donc, vers sept heures du soir, la meilleure mauvaise compagnie de Carentan se trouvait chez elle, et décrivait un grand cercle devant la cheminée. La maîtresse du logis, soutenue dans son malheur par les regards compatissants que lui jetait le vieux négociant, se soumit avec un courage inouï aux questions minutieuses, aux raisonnements frivoles et stupides de ses hôtes. Mais, à chaque coup de marteau frappé sur sa porte, ou toutes les fois que des pas retentissaient dans la rue, elle cachait ses émotions en soulevant des questions intéressantes pour la fortune du pays. Elle éleva de bruyantes discussions sur la qualité des cidres, et fut si bien secondée par son confident, que l'assemblée oublia presque de l'espionner, en trouvant sa contenance naturelle et son aplomb imperturbable. L'accusateur public et l'un des juges du tribunal révolutionnaire restaient taciturnes, observaient avec attention les moindres mouvements de sa physionomie, écoutaient dans la maison, malgré le tumulte; et, à plusieurs reprises, ils lui firent des questions embarrassantes, auxquelles la comtesse répondit cependant avec une admirable présence d'esprit.

1. Comment la comtesse plaisait-elle à ses hôtes?
2. Comment ses hôtes ont-ils ennuyé Mme de Dey?
3. Qu'est-ce qui a aidé Mme de Dey à soutenir les injures de ses hôtes?
4. Qu'est-ce qui suscitait en Mme de Dey des émotions et des inquiétudes de temps en temps?

5. Comment l'accusateur public et le juge ont-ils essayé de savoir son secret?
6. Traduisez en anglais la première phrase du paragraphe. Ecrivez une bonne phrase **anglaise!**
7. Exprimez autrement en français: feindre; logis; négociant; taciturnes; à plusieurs reprises.

V. Répondez en français par des phrases complètes aux questions suivantes:

1. Qui a rendu le portefeuille de maître Houlbréque? Pourquoi ne l'avait-il pas rendu plus tôt?
2. Qu'est-ce qui avait causé le bruit du "tambour" dans le désert?
3. Quel conseil le doyen a-t-il donné aux deux musiciens en route à Heidelberg?
4. Quelles sont deux explications pour les actions de l'assassin?
5. Qu'est-ce que le capitaine n'aimait pas à l'extérieur de l'auberge?
6. Quelle est la date de l'anniversaire de Pierrette?
7. De quoi menaçait-on le capitaine dans le catéchisme?
8. Pourquoi Brigitte croit-elle qu'Auguste vit encore?

VI. Racontez en français la deuxième visite de l'assassin à l'auberge. (Environ cinquante mots).

VII. Lisez le passage suivant, puis répondez en français aux questions qui le suivent:

Les municipalités de l'Ancien Régime distinguaient trois sortes de places publiques: celles qui étaient propres au commerce, destinées à tenir des foires et à des marchés; celles qu'l usage consacrait aux proclamations officielles — elles s'étendaient au-devant des églises et des palais; enfin les places royales pour l'ornement de la ville, le plaisir et le bien-être des habitants. De cette époque datent aussi les larges avenues ou allées plantées d'arbres, dont les intendants s'efforcent de doter les localités de leur intendance. L'emplacement des remparts, dont les villes étaient closes et qu'elles font démolir à cette époque, donna le terrain désiré, d'où la création d'un si grand nombre de "boulevards". Stendhal a noté que les préfets français qui vinrent administrer l'Italie après la conquête napoléonienne, ne manquaient jamais de planter une grande quantité d'arbres dans les villes de leur préfecture, où il voit, sous l'influence du romantisme naissant, "un instinct particulier à une race d'hommes nés dans les bois". Il eût été plus simple d'y voir une tradition des intendants bourgeois.

1. Il y avait, dans les villes de l'Ancien Régime, trois sortes de places publiques. Qu'est-ce qui se passait sur les places de la première sorte?
2. A quoi étaient destinées les places de la troisième sorte?
3. Que comprenez-vous par le mot "place"?
4. Que faisaient les intendants pour l'embellissement de leurs villes?
5. Que fallait-il faire afin d'avoir du terrain pour construire des boulevards?
6. Expliquez ce que c'est qu'un "boulevard".
7. Que faisaient les officiers du gouvernement napoléonien en Italie?
8. Où devait-on aller pour lire les ordonnances royales?

9. Qu'est-ce qui entourait une ville de l'ancien Régime?
 10. A quoi Stendhal attribuait-il le fait que les préfets plantaient tant d'arbres?
 11. Quelle serait une explication plus probable?

I: 5 plus 5 plus 5; II: 5 plus 5 plus 3 plus 3; III: 3 plus 2 plus 2 plus 2 plus 4 plus 3 plus 2 plus 1 plus 1 plus 3 plus 2 plus 4 plus 3 plus 3 plus 4; IV: 2 plus 3 plus 3 plus 4 plus 4 plus 6 plus 5; V: 3 plus 4 plus 3 plus 4 plus 3 plus 2 plus 2 plus 4; VI: 40; VII: $33 = 175 \times 4/7 = 100$

GRADE XIII

FRENCH COMPOSITION

MARCH, 1960

I. Ecrivez chacune des phrases suivantes en remplaçant l'infinitif entre parenthèses par la forme du verbe demandée par le sens:

1. Si j'étais malade, vous (envoyer) chercher le médecin.
2. Ils ont réussi à pénétrer dans le bâtiment sans que nous (pouvoir) les entendre.
3. Quand ils sont entrés, nous (étudier) bien fort.
4. Dès que nous (écrire) la lettre, elle a (offrir) de la mettre à la poste.
5. Il est vrai qu'il (mourir) si l'on ne le trouve pas.
6. Il est possible que nous (joindre) les deux bouts ce mois.
7. Après (se lever), nous avons sonné la femme de chambre.
8. Quand même ils (faire) cuire le pain maintenant, il ne serait pas prêt à temps.
9. On ne sait pas encore s'il (pleuvoir) cet après-midi.
10. Tu les (appeler) depuis cinq minutes mais ils ne sont pas encore venus.
11. A moins qu'il ne (prendre) part à la conversation, il ne s'amusera pas.
12. Vous (devoir) nous téléphoner. Nous vous avons attendu.

II. Dans chacune des phrases suivantes, remplacez le tiret par le(s) mot(s) demandé(s) par le sens. Ne copiez pas la phrase.

1. J'ai pris une plume votre table pour écrire une lettre.
2. C'est une belle chanson. Vous souvenez-vous?
3. Regardez Paul et Marie! Qui a enseigné danser?
4. Votre mère a raison. Vous devez obéir.
5. Marcel est parti, nous a surpris.
6. Elle a emprunté l'argent directeur.
7. Je sors un instant. Ne partez pas mon retour.
8. On se perd facilement dans une grande ville. Oui, est facile faire.
9. Ce vous pensez doit être très triste.
10. Je vous remercie votre beau cadeau.

III. Pour chacun des verbes suivants donnez un nom qui y correspond. Employez l'article défini avec chaque nom: plaisir, penser, étonner, connaître, soigner.

IV. Définissez **trois** des mots suivants:

1. un duel
2. une pelle
3. une gare
4. un grenier
5. une veuve

V. Composez des phrases complètes (une ou deux phrases pour chaque groupe) qui montre la différence entre:

1. 'réussir' et 'succéder'
2. 'la partie' et 'le parti'
3. 'vers' et 'environ'

At Last . . .

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VI. Traduisez en français:

1. The last time I saw her, she had only a few dollars left. Perhaps she can return most of her purchases tomorrow.
2. Since they had just left for South America, it was impossible for us to introduce you to them. We were not long in discovering it.
3. When you decide what you want me to do with it, let me know. I shall expect to hear from you soon.
4. She pretended not to understand but she really can speak Spanish. Everyone should learn as many foreign languages as possible.
5. Of what use are all these baskets? Although they are very heavy, we use them to take the poultry back from the market after they have been purchased there.
6. Just as we were about to enter the building, some of the workers came running out of it. What had frightened them?
7. We have been having her followed for several days. We were asked to do so because of her mysterious conduct recently.
8. How many people will attend midnight mass? How far is it from here to the village? The cold weather will prevent her from being there.

VII. Traduisez en français:

We have just read a most peculiar story in which the events took place in the city of Heidelberg about Christmas-time. The city was filled with many musicians, who hoped to earn some money by playing their violins

in the inns. Unfortunately, a watch was discovered in the boot of the cowardly Wilfrid and the police accused him of having committed a murder. His innocence was finally proven by a friend, who showed the policemen new footprints in the snow. These indicated that the nightly visitor to the attic had returned once more.

Captain Mercadier was a retired soldier, who gave up his tobacco and expensive drinks, in order that a crippled child might enjoy a more comfortable life. The latter looked after the old hero, who no longer spent most of his time playing cards in the café.

GRADE XI

GERMAN

MARCH, 1960

(Based on "First Book in German" and "Pünktchen und Anton")

I. Geben Sie folgende Formen an!

- a) im Präsens: du (dürfen, mögen, fahren, nehmen, wollen).
- b) im Imperfekt: wir (sagen, gehen, kommen, müssen, helfen).
- c) im Plusquamperfekt: Sie (fahren, geben, machen, haben, lesen).
- d) im Futur: ihr (schreiben, sehen, kommen).
- e) im Konditional: er (essen, schlafen).

II. Setzen Sie die richtigen Endungen für die Striche!

- 1. Der ganz Wald ist sehr dunkel.
- 2. Ich bewundere die schattig Bäume darin.
- 3. Sie folgte dem klein Kind.
- 4. Er wird den arm Männer helfen.
- 5. Ein gut Schüler macht sein Aufgaben.
- 6. Ein klein Mädchen hat das schön Buch. Sie liest etwas interessant—.

III. a) Wieviel Uhr ist es? 6.30 a.m.; 1.15 p.m.; 9.45; 2.10; 4.40.

- b) Der wievielte ist es? 3.6.1936; 15.4.1945; 22.3.1957; 19.8.1923.

IV. a) Geben Sie das Gegenteil von:

dunkel, klug, alt, erwidern, der Herr.

b) Geben Sie ein Synonym von:

der Barbier, sofort, aufregend, das Abendbrot, glücklich.

V. Setzen Sie in den Plural:

- 1. Das kleine Kind spielt auf der Strasse.
- 2. Der gute alte Soldat ist mein bester Freund.
- 3. Das Buch liegt auf dem kleinen Tische.

VI. Übersetzen Sie ins Deutsche!

- 1. On Christmas Eve, every German family stands around the Christmas tree in order to sing the lovely Christmas carols.
- 2. There is not much happening this afternoon. The weather is very hot and we are not allowed to take a walk. What are we to do?
- 3. The Austrian film at the new cinema is said to be very good. I should like to see something exciting.
- 4. We often laughed about the funny experiences of a certain stupid soldier. He lived near the market square.

5. Are you going by tram or train? I have no idea. I shall make a few purchases. You buy the tickets.

→ VIII. Lesen Sie folgendes Lesestück und beantworten Sie die Fragen auf Deutsch! — Der Philosoph Mendelssohn war ein Freund Friedrichs des Grossen und war oft ein Guest an der königlichen Tafel. Eines Tages war er spät. Einer der Gäste sagte. "Ja, so sind die Gelehrten; wenn sie hinter ihren Büchern sitzen, vergessen sie alles." Der König nahm Papier und Bleistift und schrieb die Worte: "Mendelssohn ist ein Esel. — Friedrich II." Dann befahl er einem Diener diese Karte an des Philosophen Platz zu legen.

Bald kam Mendelssohn, sah die Karte an, und steckte sie in die Tasche, ohne ein Wort zu sagen. "Nun", fragte der König, "lesen Sie Ihren Brief vor?" "Sehr gut, Majestät," erwiderte der Philosoph und las mit lauter Stimme: "Mendelssohn ist ein Esel, Friedrich, der zweite." Da musste der König herzlich lachen.

1. Wo ass der Philosoph Mendelssohn sehr oft?
2. Warum kommen die Gelehrten oft sehr spät?
3. Ist ein Esel ein lehrreiches Tier oder nicht?
4. Was tat Mendelssohn, als er zuerst die Karte ansah?
5. Wie wissen Sie, dass der König den Spass sehr gern hatte?

20 plus 10 plus 13 plus 10 plus 8 plus 40 plus 39 plus 10 = 150 × 2/3 = 100

GRADE XII

GERMAN

MARCH, 1960

(Based on "Aufenthalt in Deutschland" and "Emil und die Detektive")

I. Geben Sie die Grundformen der folgenden Verben an! (zum Beispiel: machen, machte, hat gemacht, er macht):
fließen, ausschneiden, befehlen, zerspalten, erscheinen.

II. Schreiben Sie!

- a) die zweite Person des Plurals im Imperfekt der folgenden Verben: annehmen, erobern, hauen, sich denken, erfahren.
- b) die zweite Person des Singulärs im Plusquamperfekt der folgenden Verben: waschen, bewohnen, zerreißen, sich erinnern, fortlaufen.

III. Komparieren Sie!

stolz, nah, gern, oft, berühmt.

IV. Setzen Sie ins Passiv!

1. Der Portier machte die Türen des Museums zu.
2. Die Kinder singen das Lied.
3. Der Lehrer wird die Geschichte erzählen.
4. Der Arzt hat den kranken Mann auf das Land geschickt.
5. Die Schüler hatten die Aufgabe geschrieben.

V. Gebrauchen Sie jedes der folgenden Wörter oder Ausdrücke je einmal in einem Satz, der seinen Sinn deutlich angibt!

1. die unsrigen 2. dasjenige 3. wenn 4. stolz 5. ausserhalb.

VI. Ergänzen Sie!

1. Der alt Dichter und sein gut ... Kamerad lachten über d.... ko-

misch.... Benehmen d.... jung.... Soldat....

2. Alle fleissig Schüler passen auf die lehrreich.... Wort ihres Lehrers auf.
3. Ein.... besser.... Freund als Robert habe ich nie gehabt.

VII. Übersetzen Sie ins Deutsche!

1. This lovely present was given to him by his uncle from Austria. He has not yet received yours.
2. Those who like animals usually find a faithful dog that wants to follow them home.
3. Which of those new pens is yours? Since I have lost mine, I shall try to write with this one.
4. Suddenly the cunning apprentice hit on a clever idea. He fetched water from the river in an old pot.
5. Do not flatter yourself, Charles. You will set to work immediately if you wish to make progress. Recently you have been very lazy.

✓ IX. Lesen Sie dieses Lesestück und beantworten Sie in vollständigen Sätzen die Fragen darüber! — Es war ein grosses, grosses Erlebnis. Alle Müdigkeit war vergessen. Bopfinger sass auf der harten Holzbank des billigsten Platzes mitten unter Schülern aus Zürich, die ebenso atemlos der Dichtung lauschten und mit ebenso leuchtenden Augen den in ihrer klassischen Einfachheit so wundervollen szenischen Bildern folgten. Das Drama packte ihn, und zum erstenmal in seinem Leben fühlte er die Macht der Schauspielkunst. Was für eine wundervolle Iphigenie war das aber auch! Als ob Feuerbachs berühmtes Gemälde, das er sich einmal aus einer illustrierten Zeitschrift ausgeschnitten hatte, lebendig geworden wäre!

Er konnte nicht in lautes Klatschen und Bravorufe ausbrechen, als das Spiel zu Ende war, wie die achthundert Hörer, die nun aufstanden und immer und immer wieder die Schauspieler hervorriefen, namentlich die Iphigenie. Ihm war das Herz zu voll.

1. Wer hatte die billigsten Plätze gekauft?
2. Wieviele Menschen waren im Theater?
3. Wie heisst die Helden dieses Dramas?
4. Was hatte Feuerbach getan?
5. Wie zeigte man am Ende, dass man dieses Drama gern angeschaut hatte?
6. Was für ein Drama war es?
7. Wie wissen Sie, dass das Drama den Schülern gefiel?
8. Schreiben Sie ein Synonym von: das Erlebnis, lauschen, das Drama.

$$10 \text{ plus } 10 \text{ plus } 10 \text{ plus } 10 \text{ plus } 15 \text{ plus } 12 \text{ plus } 45 \text{ plus } 48 \text{ plus } 15 = 175 \times \\ 4/7 = 100$$

ITEMS OF INTEREST

A SUMMER SCHOOL OF LINGUISTICS

Encouraged by the good enrolment in the past two Summer Schools of Linguistics and by a growing interest in linguistic studies in Canada, the University of Alberta, in co-operation with the Canadian Linguistic Association, is planning to conduct a third Summer School of Linguistics from July 4 - August 13, 1960. The following programme of courses, all of which carry University credit, is proposed:

General Linguistics; *Phonetics and Phonemics; *Morphology and Syntax; *English Phonetics; *French Phonetics; Field Methods in Linguistics (Cree will be analysed.); Language and Culture; History of the English Language; Modern English Grammar. *(Half-Courses).

Prospective Canadian participants are eligible to apply for financial assistance to the Canada Council, 140 Wellington Street, Ottawa. United States citizens and other non-Canadians should direct their inquiries regarding financial assistance to the American Council of Learned Societies, 345 East 46th Street, New York 17, N.Y. In addition, a limited number of small grants, some specially earmarked for particular courses, will be made available by the Canadian Linguistic Association. Inquiries should be directed to the Association's Secretary-Treasurer, Dr. W. S. Avis, Royal Military College, Kingston, Ontario. Because of early final dates for applications, students are advised to request additional information and forms as soon as possible.

A bulletin giving full details concerning the 1960 Summer School of Linguistics will be available soon. In the meantime, all inquiries should be directed to Dr. Ernest Reinhold, Director, Summer School of Linguistics, University of Alberta, Edmonton, Alberta, Canada.

LE CONTE POPULAIRE

Au cours d'un congrès international des Investigateurs des Contes populaires tenu à Kiel et à Copenhague, du 19 au 29 août 1959, M. Luc Lacourcière a présenté une étude sur "Le conte populaire français en Amérique du Nord". Il en profita pour souligner l'importance du rôle joué, en l'occurrence, par les populations de langue française toujours faibles, quantitativement parlant: aujourd'hui sept millions de francophones s'efforcent de maintenir leur identité en présence de cent quarante millions d'anglophones. Toutefois, dans le domaine du conte populaire, l'influence des francophones demeure "primordiale, parce qu'elle fut à la fois ancienne et intense". — La Revue de l'Université Laval.

ATTENTION, O.M.L.T.A. MEMBERS

In April, 1958, the members of the O.M.L.T.A. gave unanimous approval to a resolution which asked that a committee be appointed to investigate different types of questions for the Upper School Examinations in Modern Languages. The O.M.L.T.A. executive asked Mr. Morris Sniderman to form a committee of his choice to carry out this task. As a result of the recommendations of this committee, (See the 1959 Convention Number of the Review) the Resolutions Committee will submit the following resolutions to the members of the O.M.L.T.A. during the Easter Sessions of the Association.

1. Resolved that the present Upper School Examinations in French Composition and French Authors be replaced by a single composite language paper to be written by all candidates, supplemented by a second composite paper of greater difficulty, designed for those candidates wishing to specialize in languages at university.
2. Resolved that at least candidates writing the special paper be required to undergo in addition an **oral** test, administered by examiners appointed by the Ontario Department of Education.
3. Resolved that the present dictation examination be replaced by an **aural** test, consisting of a recorded passage in the foreign language, followed by questions in the foreign language on the record and (or) on the question paper, to be answered in English, this test to be written by all candidates.

1960 RESOLUTIONS

O.M.L.T.A. members are urged to send resolutions concerning text books, curriculum, etc. to:

Miss Helen Plewman,
Delta Secondary School,
Hamilton, Ontario

GERMAN GALLERY INVITES DR. FAIRLEY

Barker Fairley, former head of the German department at University College and now special lecturer, has received recognition in Germany for his artistic as well as his academic accomplishments. He has been invited to hold an exhibition of his own portraits and landscapes at a Munich gallery in February. — *Globe and Mail*.

A VOICE FROM B.C.

520 Battle Street,
Kamloops, B.C.
October 20, 1959

Dear George:

It's been some years since last I subscribed to the "Modern Language Journal."* Volume XVI, Number 1, leaves one British Columbia teacher somewhat disappointed.

Sadie Boyles can always be depended upon to produce worth-while articles, and her "Another Look at French Grammar Teaching," it seems to me, is the stuff of which a language review might well consist. But, alas, one of the very few articles with Canadian (see full title of the "Language Review") teachers, rather than just Ontario teachers, in mind, had already appeared in our "B.C. Teacher." Even Sadie would understand our not being very anxious to take another look at "Another Look," — we had read it in March.

"A French Course of Study," pp. 22 ff. just reeks with the sort of thing that drives students in Education courses to drink, and their perpetrators into disrepute. "The alert teacher will take into consideration the varied learning ability of his pupils and will devise a scheme whereby each is motivated according to his capacity" — quick, Watson, the bucket.**

Pages 27-33 — a complete washout for "Canadian" teachers generally. In B.C., the Department sees that each teacher of French (Matriculation courses) receives such material about the June examinations. I must presume that such is not the case in Ontario.

Pages 35-38 — A lovely job! But what's it for? Am I to assume that Ontario teachers have their pupils memorize such material, or that they are unable to do such things for themselves?

Pages 39, 40, 41 — Any good text already supplies an abundance of this sort of thing.

Pages 42, 43 — A Mathematics Journal might just as well fill space by providing problems such as 487, 826, 593 and 473. For a teacher who knows his work, whipping up sentences such as those on page 42 calls for no more imagination!

I still find myself taking a jaundiced view of the large amount of space devoted to "Material for Examinations." Once before I raved on the topic, George, and you patiently explained that teachers like the material. I always come away from such pages feeling that Ontario teachers must be lazy or incompetent or both. It is difficult to reconcile the large number of very formal questions with the flossy approach on pp. 18, 19.

Pages 67, 68, 69 — I suppose this serves a purpose, but so far, I can't detect it.

You would be justified in asking, "Well, what **do** you want in a **Canadian** review?" My recommendation: a much larger percentage of material comparable to that in Sister Georgiana's "Successful Devices in Teaching French," and in the bulletins that Sadie Boyles sends out free, from time to time, to teachers who request them.

George, I've been damnable rude, and I apologize.

If you'd care to publish this, in full, in the next issue, and possibly kindle a few sparks, fine by me.

Yours sincerely,

"DESMOND HOWARD"
(Kamloops High School)

* Desmond obviously means "The Canadian Modern Language Review".

** Another voice from B.C. is more commendatory: "I have been interested in Mr. Steinhauer's articles, and I hope that our teachers here will read and follow." (A letter from Miss Sadie Boyles, dated December 29, 1959.)

FALL CONFERENCE 1959

This year the Fall Conference of the O.M.L.T.A. had as its gracious hosts the members of the French and Spanish Departments of Assumption University in Windsor. The date October 17 coincided with the meeting of the Southern Ontario Chapter of the American Association of Teachers of Spanish and Portuguese. Consequently, at the social hour on Friday evening French and Spanish movies were shown and an opportunity given to all present to get better acquainted.

The actual Conference, convened by Father Pazik of Assumption University, assisted by Miss E. Robbins and Miss J. MacIntyre of the Windsor Collegiate staffs, was held Saturday morning in the Audio-Visual Room of the University

Library. Here the members were extended a most cordial welcome by the Reverend C. J. Drouillard C.S.B., Ph.D., head of the Modern Language Department, and the Reverend E. C. LeBel C.S.B., President and Vice-Chancellor of Assumption University of Windsor.

The highlight of the programme was an address by Dr. Donald Lloyd of Wayne State University in Detroit, "Language Teaching in Context". I shall not here extol the merits of this speech. You will find the text of it in the March issue of the Canadian Modern Language Review and will be able to judge of its excellence for yourselves. To many of us this address opened new avenues of approach to our work, a possibility of creating at least a miniature language laboratory in our own schools.

The message of the address was brought home even more closely to us by the admirable film in which we saw an actual class at Wayne State University. In this the pupils were being taught a point of grammar — the omission of the article after the negative — through a most interesting film on Brittany. Then we went with one of the pupils to the language laboratory where she practised the new work taught and even tried an examination in the same language laboratory through the medium of the tape recorder and its controls.

In the panel discussion and question period which followed recess, the members of the panel, directed by Mr. T. J. Casaubon of Forest Hill Collegiate Institute, concentrated on showing how this language laboratory technique could be worked out in the High School, even if the amount of money at the disposal of each teacher were not all that could be desired. The members of the panel were: Dr. Lloyd; Mrs. Naida Dostal, who is working with Dr. Lloyd at Wayne State University and who has tried out these methods on High School students; Dr. R. W. Jeanes, Victoria College; Mr. Fred Bull, Stamford C. I., Niagara Falls; Miss Jacqueline Gregory, Patterson C. I. Windsor; and Mrs. Agnes Vaughan, who is doing work among the elementary school children. She is Supervisor of Curriculum, Special Education, Township Area A, Sandwich East.

During the discussion the members of the Southern Ontario Chapter of the A.A.T.S.P. were meeting in another room. Here Mrs. Fielden-Briggs of Toronto spoke on "Un Matrimonio Colombiano en Paris".

At the delicious luncheon served in the University Cafeteria in the Administration Building, the speaker was Mr. William Arrison, retiring president and chairman of Essex College in Assumption University.

After luncheon Father Drouillard kindly showed many of those present through the magnificent language laboratory of which Assumption University is so justly proud.

Fall Conferences have become an integral part of the activities of the O.M.L.T.A. Through the splendid work of the staff at Assumption and their helpers, this Conference will be remembered as the one in which we learned about language laboratory techniques. To all who had the privilege of attending the Conference, it has opened doors, allowing glimpses of new worlds yet to be conquered in language teaching.

MADELINE LAKE, Secretary, O.M.L.T.A.

TEACHERS OF METROPOLITAN TORONTO

You are invited to a series of five lectures on the Stylistic Analysis of Literary Texts by Frédéric Deloffre, visiting professor from Lyon, on Wednesday at 4.10, Feb. 3 - March 2, in Room 8, University College.

BOOK REVIEWS

Directed by Morgan Kenney, Hill Park Secondary School, Hamilton,
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FRENCH

Merle L. Perkins, **THE MORAL AND POLITICAL PHILOSOPHY OF THE ABBE DE SAINT-PIERRE**, Geneva, Droz, 1959 (Paris, Librairie Minard), 160 pp.

Two main types of political and moral thought seem to have been dominant at the end of the seventeenth century: the Platonic-Cartesian type, according to which positive law is derived from man's "innate" apprehension of an "absolute" transcendent order of things; the type represented by Hobbes and Locke, which traces the origin of positive justice to a social contract born of the expediencies of self-preservation. That the Abbé de Saint-Pierre leaned towards the latter position is shown by the author of the most recent study of his political and moral thought. Mr. Perkins points out that the **Projet de paix perpétuelle** (1712-1717), the alleged "first model" of twentieth century leagues of nations, envisages a supra-national "social contract" in which all the participant nations agree to renounce entirely their individual sovereignty in return for the protection of a super-sovereign power, to be represented by a supreme governing assembly, just as Hobbes, "man-wolf" was forced to abdicate his personal autonomy in favor of the state.

Perhaps the most interesting section of the present study is its demonstration of the extent of Saint-Pierre's influence on J. J. Rousseau. Mr. Perkins is conservative in his claims here; but he produces sufficient evidence to show that the author of the **Contrat Social** borrowed very heavily indeed from his predecessor.

Unfortunately, valuable though it is for the light it sheds upon certain aspects of the early Enlightenment, Mr. Perkins' book has some serious shortcomings. The chapters on the Abbé's scientific, moral and religious ideas are sketchy and inconclusive. But the greatest weakness is the author's style, which is monotonous and repetitious, marred by colloquialisms (p. 106, "Wasn't it the spirit..."), and made worse by his constant annoying habit of interpolating — often incorrectly — quotations in French in the body of his English sentences. (One flagrant example among many: "...and can do anything 'je juge' nécessaire".

saire pour ma conversation . . ."; p. 116.) There are some minor errors, mostly of transcription (p. 29 "pour ensuivre" for "pour en suivre"; p. 49 "raisons" for "raisins"; p. 53 "ses sortes" for "ces sortes"; p. 90 "Questionning"; p. 136 **Le Gendre** given in Bibliography as **Legendre**), a certain amount of 'jargon', some of it nonsensical ("the steps of the descent in ascending order to a theoretic composite", p. 92), and at least one contradiction (p. 42 "Saint-Pierre's preoccupation . . . guides him away from . . . metaphysical determinism"; p. 53 ". . . arrives at his essentially determinist position").

Mr. Perkins does not discuss the question of a possible influencing of Saint-Pierre by Locke, whose political treatises were translated into French as early as 1691. The work has a useful Bibliography, and an Index.

W. T. E. Kennett

Trinity College, Toronto, Ont.

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G. A. K.

HOW TO TEACH FOREIGN LANGUAGES EFFECTIVELY by Theodore Huebener; New York University Press, N.Y. (Ryerson Press, Toronto), 1959. Price \$3.00.

"The aim of this book is to provide the classroom teacher of modern languages with practical aids in the teaching of his subject. It devotes itself, therefore, primarily to the description of various methods of instruction and to the presentation of a generous collection of illustrations, examples, model lessons, suggested procedures, games and devices." (Preface)

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NOS VOISINS FRANCAIS by Leila Tomlinson, Illustrations by Jourcin. Oxford University Press, Toronto. Price \$1.80.

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M. K.

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M. K.

ITALIAN

ITALIAN FOR BEGINNERS (revised edition, 1959) by Charles Duff; Barnes & Noble, N.Y. (Ryerson Press, Toronto). Price \$1.95.

"This is a comprehensive. "All Purpose" Course in Italian, similar in method and scope to "French for Beginners" and other books in this Series from the same publishers. It has been prepared on modern principles, evolved from long practical experience - - - This Course can be used for self-tuition, for

individual tuition, or for class-work." (Introduction) The lesson topics follow each other in logical sequence. The book begins with a chapter on pronunciation. It also contains a chapter on letter writing, some common Italian proverbs, a list of abbreviations, and suggestions for collateral reading.

G. A. K.

SPANISH

EDICIONES DE ANDREA, Mexico City, under the directorship of the indefatigable Dr. Pedro Frank de Andrea, continues to publish cultural works of highest calibre.

In the field of imaginative literature, under the grouping of "Los Presentes", Nos. 71, 72, and 73, there have appeared recently *Cuesta abajo* (1958), a novel by Raquel Banda Farfán, *Lupe Lope y otros cuentos* (1959), a collection of short stories by Luis Cerdova, and *Desasimiento* (1959), short stories by Eglatina Ochoa Sandoval.

The *Breve historia del teatro mexicano* (1958) by Antonio Magaña Esquivel and Ruth S. Lamb continues, in a masterly way, the series of "Manuales Studium" which presents the brief history of some special genre of Spanish or Spanish American literature. In their turn, "Antologías Studium", Nos. 4, 5, and 6, *Poesía española: Estudios y textos (siglos XV al XX)* (1958) by Diego Marín, *Antología del teatro hispanoamericano* (1959) by Willis Knapp Jones, and *Seis cuentos por Tomás Carrasquilla* (1959) edited by Carlos García Prada, follow the splendid tradition set by predecessors.

Finally, Nos. 21 and 22 of "Colección Studium" combine, once again in an outstanding manner, a work of bibliography, Luis Leal's *Bibliografía del cuento mexicano* (1958), and a critical treatise by Diego Marín, *La intriga secundaria en el teatro de Lope de Vega* (1958). The first book complements Leal's previous *Brief History* and *Anthology*; the second, published jointly by the University of Toronto Press, won for Professor Marín the doctorate in 1956.

J. H. P.

THE UNIVERSITY OF KANSAS PRESS has recently published two valuable studies of the literature and thought of the Spanish Golden Age.

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Domingo Ricart's *Juan de Valdés y el pensamiento religioso europeo en los siglos XVI y XVII* (Lawrence, 1958) is an excellent presentation of the impact made by the ideas of the important sixteenth-century Spanish exile Juan de Valdés throughout many European countries. Professor Ricart is to be commended for his penetrating analysis of the question.

J. H. P.

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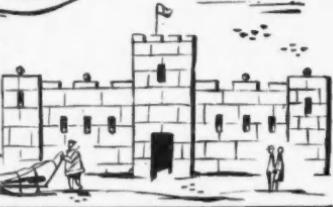
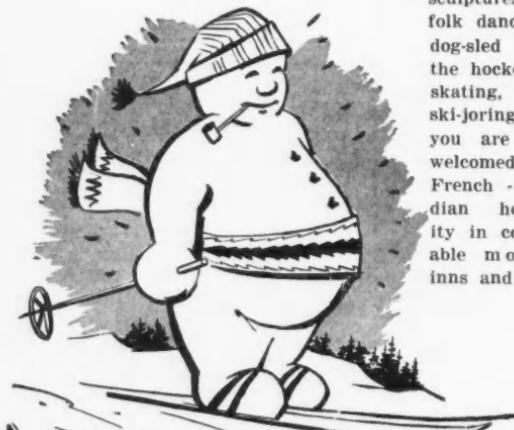
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